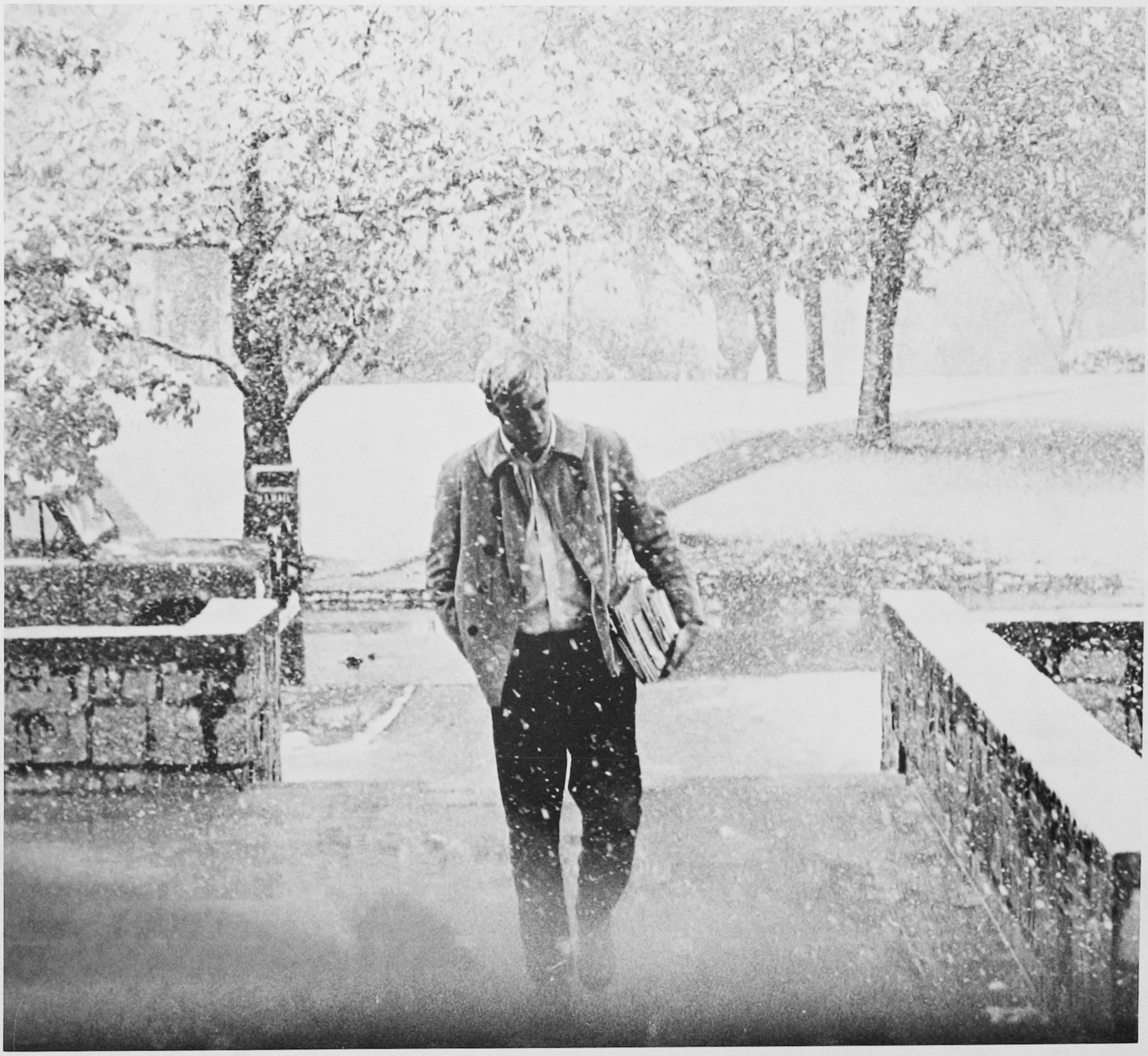
Middlebury

COLLEGE NEWS LETTER PARENTS EDITION AUTUMN 1971



Around the Hill

Dean Limns New Campus Profile

Each fall the College sends to a list of secondary schools a copy of *New Faces* with a profile of the incoming Freshman class and a commentary on the College prepared each summer by the dean of the College, Dennis O'Brien.

The profile showed that the Class of '71 had 63 English majors, and that the next eight most popular fields were Sociology-Anthropology (28 majors), Arts (27), History (24), American Literature (23), Economics and Political Science (tied at 21 apiece), Geography (20), and French (19). The incoming Class of 1975 represents 32 states and 14 foreign countries; the seven states with strongest delegations are New York (121), Massachusetts (94), New Jersey (72), Connecticut (58), Pennsylvania (24), Vermont (22), and Ohio (20).

Some excerpts from the dean's comments this year may interest parents and alumni. After noting that Middlebury's enrollment this fall will be more than 1800, the largest in its history, and that applications for this year's Freshman class were up 10% over last year's, Dean O'Brien observes, "While the size of the College may change, curriculum alter, and faculty come and go, one thing remains perennial—every year sees a new form of student government. The main problem with student government is that there is usually very little which can be regarded as exclusively *student* affairs. Just as students in their interest in curriculum, faculty appointment and budgets have insisted in recent years that there is little that can be exclusively faculty or administrative concern, so what students do or don't do with leisure or judicial matters affects the subtle matter of "spirit" that finally distinguishes a college from an education emporium.

The second problem with student government is that it is difficult to locate "secondary communities," i.e., relatively important and stable social groups which are less than the size of the total college. Middlebury has attempted all manner of student governments based on various sub-groups—fraternities, dormitories, classes, organized activities—and none have proved overwhelmingly successful. This fall yet another experiment is to be tried using *academic departments* as the secondary community. Each depart-

ment will select a student advisory council and that council will in turn send a member to the Student Forum which in turn appoints students to the various all-college committees where the real policy work of the College is carried on. This new system will, it is hoped, solve the problem of a meaningful sub-group since departmental choice is some sign of common purpose and it will amalgamate student governing with all-college committees where matters of genuine common interest among faculty, students and administration can be discussed.

At the May meeting of the Faculty several proposals governing the pattern of studies were passed and there has been no time to assess their exact impact on the College. What emerges from a barrage of legislation is the possibility of greater flexibility in planning the rhythm and even the pattern of studies. For exceptional students there is the College Scholar program which says in effect—"If you have the aspirations, talent and energy, if you are an intellectual 'self-starter' as it were, then you may be permitted to devise your own pattern of studies." College Scholars may construct interdepartmental majors, special research, extended papers, and creative projects with the sole proviso that they convince their advisor and the College Scholar Committee that they have a coherent pattern of inquiry.

For all students, the Faculty passed legislation which permits more variation in the pace of progress toward the 32 term courses and 4 Winter Terms required for the degree. Instead of the standard four-course-per-term pattern, students may for valid reasons accelerate or decelerate for a term depending on their larger educational needs.

Finally, while student government is eternal in its changeableness, faculty governance is not so variable. In the fall of 1971, however, there will be some considerable changes in the make-up and function of major faculty committees. It may well be that this rearrangement will produce some new proposals in the not-yet thoroughly digested arrangements which abolished all-college distribution requirements in May of 1970.

Helpful Lady

In the last issue we reported a visit of Mrs. Kelly and Fred Lang to the new residence halls named for them. That story overlooked the fact that Mrs. Lang is a Middlebury alumna of the Class of '15. This was a remarkable omission inasmuch as Mildred Lusk Lang '15, both individually and with her husband, has over many years given outstanding support to Middlebury—in personal effort as well as funds. After representing the New Jersey alumnae to the Middlebury

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COVER: *A solitary student heads through a lazy October snowfall for the congenial warmth of Proctor Hall.*

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Middlebury
COLLEGE NEWS LETTER

PARENTS EDITION 32 PAGES

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EDITOR: Gregor Hileman. EDITORIAL ADVISORY BOARD: Jack Bates '42, Walter Brooker '37; Paul Cubeta, George Huban, Paula Jeffries '45, David Littlefield, Howard Munford '34, Dennis O'Brien, Gordon Perine '49, Kimberly Sparks, A. Richard Turner.

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The Middlebury College News Letter is mailed without charge to all alumni. A parents edition, without alumni news, is mailed without charge to all parents of students and recent graduates. Every alumnus is asked to inform the Alumni Office of his change of address and of any news concerning himself or another alumnus.

the birth of their first child, Jessica, Ulysses S. Grant was in the White House, Victoria in the 34th year of her reign had a handsome 6-year-old grandson who would be George V, the U.S. population was 38 million (or approximately that of New York and California in 1971), and in Chicago Mrs. O'Leary's cow was flexing her knee to kick the lantern five weeks hence.

When Jessica's paternal grandfather, Ira Stewart, was nine weeks old (in Pawlet, Vermont), John Paul Jones in the *Bonhomme Richard* defeated the *Serapis,* Napoleon Bonaparte had just turned ten, and a 23-year-old ex-child-prodigy named Wolfgang Amadeus, newly appointed Concert-meister at Salzburg, had just completed his "Paris" Symphony. The year was 1779. When her mother's father, Philip Battell '26, was born in Norfolk, Conn., Thomas Jefferson was President and, at 37, Beethoven was completing his 5th symphony. The year: 1807.

Mrs. Swift's relationship to all four of the families having the longest ties with Middlebury was noted in last winter's *News Letter* (pp. 11-13). Her father, uncle, grandfather, and great-grandfather had been Middlebury trustees, and she married Charles M. Swift whose grandfather, great uncle, and great-grandfather had also been trustees and who would, himself, so serve for 11 years. (His grandfather's book is reviewed in this issue.)

All of Middlebury—College and town—have long viewed this noble lady with mingled affection and esteem and now salute her as she embarks upon her second century.

Attention Alumnae Who'd Like to Teach

Any alumna with a bachelor's degree who now has the time to go back to school for her Master's or other graduate degree in order to prepare herself for full-time teaching in a secondary school or college—read on. The Danforth Foundation is offering 35 fellowships for women whose teaching careers have been sidetracked by raising a family, by personal illness, or by having to take a paying job. To qualify a woman must have experienced a continuous break of three years or more in which she was engaged neither in study or teaching. Maximum award is $3,000 plus tuition and academic fees; for women who are heads of families, it's $4,000 plus tuition and fees. Recipients may not hold paying jobs while studying; each is expected to undertake full-time teaching upon completion of her degree.

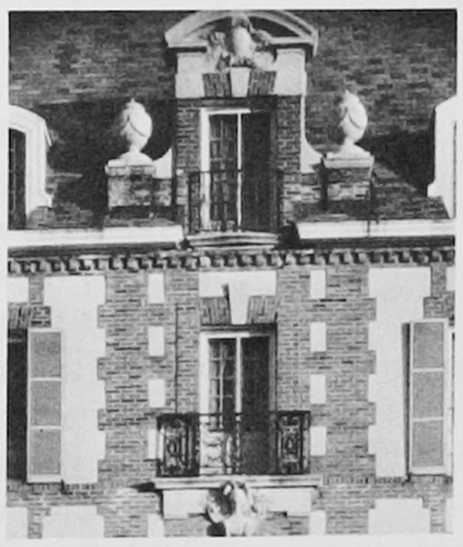
Applications for 1972-73 must be made before January 7th, 1972. Complete information may be had by writing the Director, Graduate Fellowships for Women, Danforth Foundation, 222 South Central Ave., St. Louis 63105.

Wood-nesting Frosh

Golfers approaching the 7th green on the Middlebury College course this summer have been surprised to sight a two-story tree house growing in a patriarchal elm overlooking the fairway.

Last fall five freshmen decided they had come to Vermont for fresh air—three were from Jersey—that the confinement of Hepburn and Stewart Halls was too much like home, and that what their Goethean souls required was a forest eyrie. So they petitioned the Dean of Students and the Business Manager in October for permission to build a tree house in College-owned woods adjacent to the golf course. They had $250 in hand for materials, they said, which they had earned personally, it hadn't come from Dad.

With permission secured the hardy Werthers began actual construction in mid-winter. When building was halted for final exams in May, the structure, as shown, was rough-framed and part of the first level had been sheathed with barn boards. By ground-level estimate, the roughly octagonal first floor is 8 or 9 feet in diameter and the roof deck, which projects on all sides, is 13 or 14 feet across. Since classes resumed last month, sheathing and upper decking has continued, and a winding stairway is being added within the tree forks below. From that height—perhaps 35 feet at the upper deck—the view from their Elm Tree Hilton should be impressive; it is entirely unobstructed northward to the campus and Chipman Hill.



... by Will to the College on the Hill

From the Estate of Ethel S. Weil, $50,000 to establish the Ethel S. Weil Fund in the permanent endowment of Middlebury College. Annual income to be used in support of the Middlebury Summer Language Schools.

Alumnae Council in 1941, Mildred served as chairman of the finance committee of the Middlebury Alumnae Association in 1947, and in 1950 became a life member of the Association. In 1945 she and Mr. Lang established the Ted Lang, Jr. Memorial Scholarship Fund in memory of their son who was killed in France in 1944, and in 1948 they gave to Middlebury the Fred Davis Lang Memorial Field, on which intramural athletic contests have been played for the past 20 years. They have also contributed liberally to other Middlebury scholarship funds as well as to other programs of the College. But not least of her contributions have been those not on the public record: the unnumbered hours of family life with her husband which she relinquished freely to the College during the 30 years of Fred Lang's service as a trustee and the 12 years in which he carried the responsibilities of College treasurer.

At Ease

Ten faculty members are on leave this year. They are John Clagett, English, in Middlebury; Michael Greenwood, Biology, at U. of Glasgow; Rudi Haerle, Sociology-Anthropology, in Middlebury; Tom Hibbard, Economics, at Simon Fraser U., British Columbia; Edward Knox, French, in France (Spring term); David Ledlie, Chemistry, at Cornell; Howard Munford, American Literature, in Middlebury; Dean Dennis O'Brien, Philosophy, in London; Kim Sparks, German, in Cornwall, Vt.; and Joan Towne, Physical Education, in Europe (Spring). Beverley Driver is in Mainz directing the Middlebury Graduate School of German, and Claude Bourcier continues in Paris directing the Middlebury Graduate School of French.

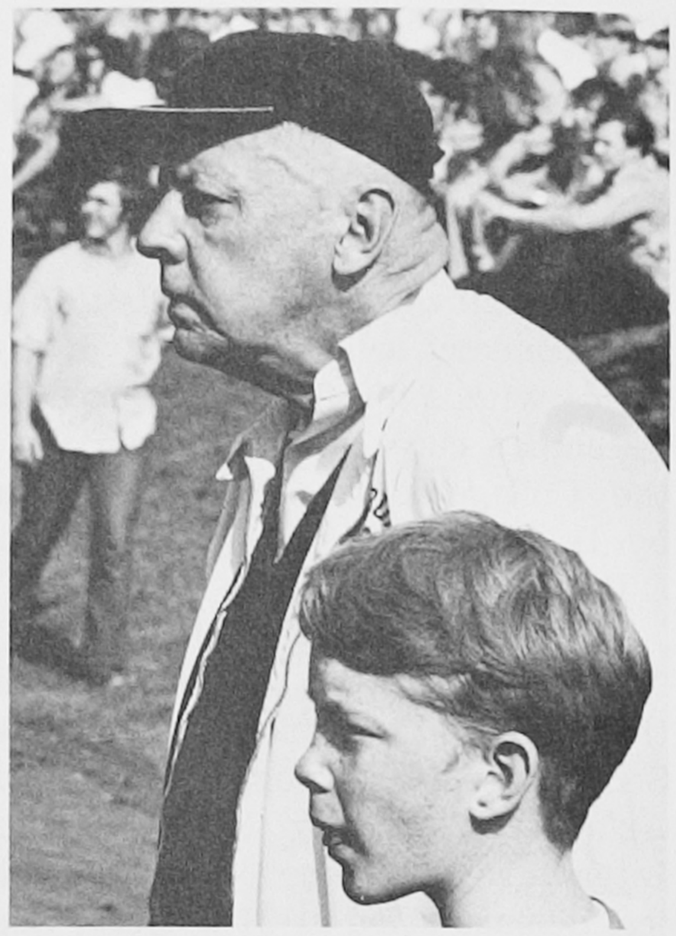
That Was Ed Dempsey '42 at Williamstown

When we ran the back-cover photograph in July of the "unidentified Middlebury fan," we hoped we might learn from a reader who he was. In August, Gordie Perine received a letter from John Mahoney '40 in Avon, Mass. identifying the gentleman as the late Ed Dempsey '42 of North Adams, Mass. who died suddenly last November, six weeks after the Williams game at which Paul Witteman '65 had taken the candid.

He had served in the Army Air Corps from 1942-45 and in later years had been active in the American Legion, VFW, and DAV. He was elected commander of the Williamstown Post, American Legion, and later of the Disabled American Veterans post in North Adams. John writes that "Eddie was a most devoted follower of Middlebury College activities and especially the athletic teams. I can recall several occasions when he would place long distance calls to me to ask if I had noted the score of some particular game that a Middlebury team had been involved in." Ed is survived by his wife, Peggy, and daughter, Janet.

Merit Badges

The College picked up three awards in this year's American Alumni Council competitions. The major award is shown on the inside back cover. Two lesser awards went to Middlebury publications. The *News Letter* was



cited for "Distinctive Merit" in furthering the "Continuing Education" of its readers. First place in this category went to Cal Tech, followed in order by St. Louis University, Harvard, Middlebury, Princeton, and Washington University (St. Louis).

Middlebury stories submitted were "Computer-aided Cartography as a Question-raising Technique," "Signor Bellini's Reverence for Life," "Measuring Trophic Levels in a Pure Pond," "New Seismograph also Detects Trains, Trucks, and Ocean Storms," and "Reflections on Middlebury's Extraordinary Week."

The second award went to the 1971 Middlebury College Engagement Calendar, which earned an "Honorable Mention" citation in the AAC "Annual Funds Direct Mail" competition.

Looking Back

On the 2nd of last month, Jessica Stewart Swift, Hon. AM '48 (Mrs. Charles M.) celebrated her 100th birthday with a reception for old friends held in the Middlebury Community House. It was in this house, built by her great-grandfather Horatio Seymour in 1817, that Mrs. Swift was born and raised.

In September, 1871 when Vermont's governor, John Wolcott Stewart '46 and Emma Battell Stewart announced

...Yesterday and Today

other, by talking about books and trying to write about books, there's your foundation. After that the question of curriculum becomes important, but not essential—as long as you're working within human units."

PACK (in answer to O'Brien's question about Middlebury's isolation): "It's isolated from some things, but it focuses in on others. As long as there are two people together talking, you know, there isn't real isolation. And the very fact that two people are engaged in trying to express things to one another means that it's not only ideas that are taking place but emotions are taking place as well. The exchange of ideas, the exchange of

Richard Turner

feelings, the establishing of friendships—relationships—is all part of one thing, so I can't accept this dichotomy between intellect and feeling, between learning and experience, between an inner world of the College and a "real world out there." I tend to think that people think that reality and suffering are identical, but there are other kinds of reality."

OSBORN '72: "Mr. Pack, it seems to me you have a very—in fact an incredibly—optimistic view of the students and the things that go on here! When I came here from New York City, from Barnard, the one thing that I realized was that there wasn't going to be the same amount, the same level, of stimuli coming in from outside—both political, social, cultural, anything—and I'll get into politics in a second—and there would be more of a necessity for me to turn in and this was, of course, what I wanted, coming to the country from New York—to turn in and to do a little bit more creating of my own, a little bit more thinking, writing, walking—all the things that you don't have the reason to do really in New York City. What I found when I came here was an incredible lack of motivation—student motivation, faculty motivation—

MUNFORD: "You found a lack of faculty motivation to *teach*—or political motivation?"

OSBORN: "I mean more than that. There's sort of a lack of political motivation—an apathy among the faculty, an apathy among the students; that is, among the students not only politically but even in their studies, I think, there's a certain accepting of what's given. As far as politics goes I find it absolutely *astounding* that the people that go here—the students that *do* have the free time, that do come from the privileged backgrounds, do not even *consider* the questions of broader social problems present in this society. I can't understand it!"

BEAR '71: "I'm not involved with the political world, I've been involved with the social problems here in the Middlebury community. I must admit I'm very optimistic about the Middlebury student. Because (community service is) something he can deal with on a one-to-one basis with a child, who can't read or who can't do mathematics. And it's a *real* thing. Now I can't comment on the political part of it, this is where Steve is good . . ."

EARLY '71: "I think you have to make connections! What bothers me is not the kinds of individual service that Middlebury students do—it's very necessary, the Addison County Counselling Service programs, Big Brother-Big Sister programs, tutoring, that kind of thing—but they never make the connection between the *needs* of the people, say, and the question of what kind of a society we live in, what kind of national priorities we should have—the connection between, say, military spending and the lack of social services throughout the country. I spent two summers working in a day-camp program in New York City run by a settlement house and I baby-sat for 20 Black and Puerto Rican kids for two summers. And I suppose I did it out of a kind of Middlebury sense of *nobless oblige* . . . But that in itself isn't going to do anything for those kids who live in the South Bronx, one of the worst depressed areas in the city. There's going to have to be political action taken on my part and on the part of a lot of other liberal-arts college graduates to get something

Teaching and Learning at Middlebury

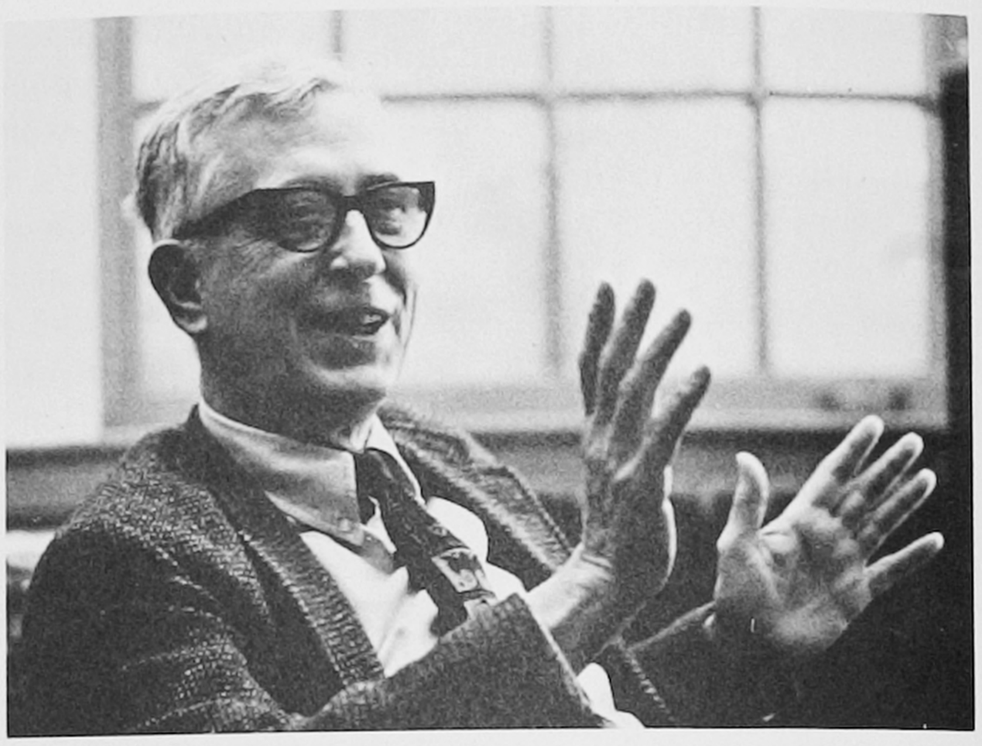
Early in June five students and five faculty members from Middlebury sat around a table in Winooski and discussed such topics as the Middlebury curriculum, the intellectual life and moral commitment of Middlebury students, and what in 1971 the liberal arts educational experience ought to be.

This symposium was taped for broadcast on July 16th over the seven stations of the Vermont Educational Television network. Participants in the discussion, which was moderated by Dean of the College Dennis O'Brien, were professors Howard Munford '37, Dick Turner, Bob Pack, and Michael Greenwood, and Cynthia Bear '71, Steve Early '71, Dave Kunhardt '72, Victoria Osborn '72, and Milton Randle '71. Several portions of the discussion are published, here, for those readers who were unable to view the telecast.

As background for the discussion we asked Reginald "Doc" Cook '24, professor-emeritus of American Literature, to compare teaching and learning at the College, now, with that of 30 or more years ago. A segment of his taped comments was played during the symposium as a springboard for discussion. Because we believe many alumni will wish to hear more of Professor Cook's observations on Middlebury then and now, we are publishing these, also.

First, some remarks of the symposiasts:

MUNFORD: "Consider the age of the people who come to Middlebury, first of all. They're just out of adolescence. One of the great experiences of a teacher is to see these freshmen and then remember what they're like as seniors. Something very important and wonderful has happened: they're adults, and by and large I think they're cultivated and very interesting and able adults. That has happened to them in their four years at Middlebury and I don't think it's just because they've been sequestered in Vermont—although this may help in this day and age to achieve a kind of perspective on the rest of the world. But they've been reading things; they've been thinking about things; they've been engaging in certain kinds of activities, all of which I'm confident is going to be able to make them much more satisfied people, as people, when they go back into the world, and much better members of that wider community than they would have been had they not had this experience. . . . It's my feeling that the sense that someone has that he has achieved a competence in some area of endeavor is one of the most important things that can happen, and does happen, to many students in a place like Middlebury."



Howard Munford

TURNER: "Well, to come back to your question, What would you do if you were starting all over in 1971? I think the first thing that we'd try to do is bag the whole curriculum—throw it out. An English department and an Am Lit department are redundant; they do the same thing, they just have different materials. And so that's just a jibe at Mr. Munford right at the beginning. . . . There are many redundancies, probably, and what I'm suggesting is that if we were starting over again we probably would want to start with (the question), What sorts of modes of agility and types of thinking and feeling do we want to cultivate in students? And we don't really seem to be able to grapple with this yet: the objective, analytic mode of science? the subjective, appreciative, (non-factual) mode of music?—to take one example. I'd start there, I'd throw the whole curriculum out."

PACK: "I think that you can get into certain problems by approaching the question of whether or not you want to have a college in terms of curriculum. I think the first justification for founding Middlebury College again is to have a small college where people can come together in small groups. And no matter what a curriculum is like, it seems to me, when you have small groups of people reading good books together and talking about them together, and writing about them, discussing that writing—good things happen. Now if you begin with the assumption, that good things happen to human beings, and to the ways in which they can understand themselves and each

the exclusion of all else. This is very characteristic of very fine students—that they just get their heads into it to the exclusion of all else. But all these things are *temporary*. The real question is what do they come out into? I'm not suggesting that all college students put every political concern on the shelf for four years. No, obviously not! And of course we haven't discussed the 18-year-old vote which I think is profound and significant not only in the sort of attitude the students are going to take, but what we as faculty are going to have to take towards our students and what they now want. We were dealing with children last year and next year we'll probably be dealing with adults."

O'BRIEN: "It's marvelous what the legislature of the state of Vermont can accomplish with the stroke of a pen!"

Professor Reginald Cook '24 was a Rhodes Scholar at Oxford in 1926-28, then returned to Middlebury in 1929 to begin a 40-year career of teaching American Literature at his alma mater. He directed the Bread Loaf School of English from 1945-1964 where over the years he left as deep an imprint as he has on the thousands of undergraduates who in the frosty seasons caught some of his contagious enthusiasms for American writers—most notably Thoreau, Emerson, Melville, and Frost.

As no one at Middlebury can equal "Doc" Cook's 48 years of nearly continuous association with the College, he was the obvious man to ask about changes in student and faculty attitudes—student attitudes toward learning, toward career, toward society; faculty attitudes toward teaching, toward students, toward the College —and about wider problems today confronting Middlebury and other colleges across the country. So we asked him about all these things one morning last May. From an easy chair in his comfortable living room, whose picture window gives an eastward view across the Otter to the Green Mountains, Professor Cook spoke readily to our general topic, ranging freely over a variety of subjects:

"I would think that the most important of all the questions that one might discuss is, What shall constitute the content of education? And especially, How is education to be made effective? And it's with those two issues in mind that I'd distinguish differences in teaching between, say, 30 years ago and today.

"First, the teachers that I knew were "generalists," as opposed to specialists. I recall specifically in political science a teacher that I had who could teach any course offered in the department. My teacher in literature was able to teach German—as a matter of fact, he was just as good in German as he was in English and American Literature. And our College president who preceded Dr. Thomas—Dr. Brainerd—could teach any course offered in the curriculum of his day. But this is an invidious distinction in a way because there was less *in* the curriculum—more fundamental materials in a sense—and today there's a great deal of specialization. I felt this happening in my own teaching—that I was becoming much more of a specialist even in the rather narrow field of American Literature.

"A second difference concerns the size of classes. Nearly all the classes that I had when I was in college were small. Today it seems to me that there's a great tendency toward larger classes. I attended a couple lectures out at the University of California. The lecturer addressed 1,000 students and his words were piped through to 500 more in another room. Which meant 1,500 in his lecture! In the earlier days the teacher enjoyed a very close contact with his students. Where you have larger classes, there is much less chance for that contact unless you meet the students in the office or meet them socially in your own home.

done about those basic problems. Helping those kids, you know, in an individual sort of way, either as a tutor or a day-camp counsellor may in the short run relieve some of their day-to-day discomforts, but in the *long* run, it's going to be meaningless."

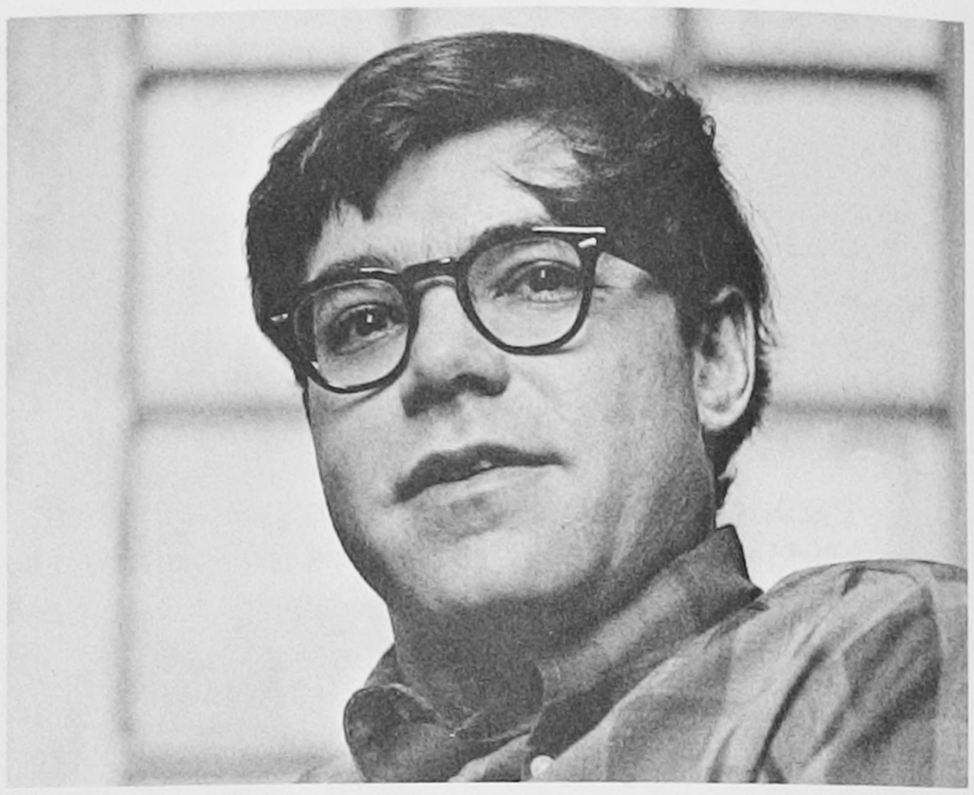
TURNER: "I hear calls for student activism but it seems to me that that ought to come later—that you are not effective until you are thoroughly grounded in something and can move into the world as a citizen with an expertise. I think it is incredibly difficult for students to sit still and get that expertise!"

KUNHARDT '72: "Because part of the expertise which is necessary is, first of all, the concern, and second the ability, to make that leap of imagination to understand how other people are doing. And third, you've got to find some way of taking that concern and that imagination into effective action and you've got to *learn* that, it's not going to come if you just sit back and sit tight for those four years . . ."

TURNER: "Your first points are of course a description of a classical liberal-arts education; that is what it's presumably all about, the getting into how other people think, not only how you, yourself, think. But you *cannot* be an effective agent in the world in terms of power, pressure, politics until you have an expertise and a base to move from."

PACK: "I think it's also, perhaps, unreal to think that everybody is going to be an effective political person. I think it is possible to be an effective and good citizen but in many different ways. If you set up just one standard of being a social being —which is to say a political being—then I think you're false to reality. There are such things as a good lawyer, a good doctor, a good teacher, a good friend—there are many ways in which one can function as a social being without being called to the political role."

O'BRIEN: "I would like to go back to the point that Steve made about conversing with Middlebury alumni. One of the most famous books on American colleges and universities, Nevitt Sanford's "The American College," begins 'The difficulty with American colleges is that students graduate and become alumni.' And several of you are about to do that. And it does seem to me that if we were really to measure the effectiveness of what we were doing in terms of how humanistic are our alumni—to what extent do Middlebury students, having had the benefit of a very elite kind of education, to what extent do they really function in the society



Robert Pack

to better it—we might not be entirely happy. And I wonder whether I can so cavalierly accept the Dean of the Faculty's suggestion that we ought to "bag" the curriculum. It seems to me that perhaps we ought to try to establish a curriculum somewhat along the lines of what the original founding fathers intended—a curriculum that would have *a directed purpose,* in terms of the kind of thing we think that people should do when they leave college."

MUNFORD: "This worries me and I don't know what the results would be, but along this line and in answer to some things that Steve and David were saying I would like to quote David Riesman, who said 'I think that if students wanted to train themselves to deal with major social and political issues rather than to have correct opinions and indignations about them, they should study history and language and anthropology'—and we can add to this list—while in the meantime you give up the immediate satisfactions of being 'relevant' and putting on protests . . ."

EARLY: "I don't think the two forms of activity are mutually exclusive. I think you can still study history and be a political activist. I disagree completely with Dean Turner's conception which runs along, you know, very 'ivory-towerish' lines, which is that you withdraw for four years and don't even take up the responsibilities of citizenship —you know, of keeping yourself minimally aware of what's going on and informed of important issues of the day."

TURNER: "Yes, but I think here we are all talking from a kind of all-or-nothing position: I mean, my position would really be a radical pluralism regarding what goes on in a college. Say you are that history student and you're engrossed in it to

kindliness. And especially on an old cliche—but it's still very important—the recognition of the dignity of the human spirit . . . which to me is really the main intent and argument for education and for democracy —and this is what we're supposed to stand for.

"The other question is a more specific one, and it's concerned with Middlebury: 'How do you create an intellectual atmosphere on a college campus?' When I'm talking with students or with alumni, always we keep coming back to this one: 'What's the atmosphere on the Middlebury campus?' And when the students have come up to the house, here, and I've asked them, almost invariably they'll say, 'Well, we feel something is missing.' And I'll ask, 'What is it? Is it something like they have out at the University of Chicago, where, as a former Middlebury student who had gone there for his PhD work told me, the moment he stepped on that campus he felt a kind of electricity; he felt a kind of spirit?' Students have told me 'We don't feel this at Middlebury.' I'm wondering how one can confront this and what could be done about it.

"The recognition of the dignity of the human spirit is really the main intent and argument for education and for democracy . . . this is what we're supposed to stand for"

"First of all it's occurred to me that we might increase our intellectual atmosphere by eliminating those things that stand *in the way* of its creation. And obviously the first thing that you'd try to eliminate would be anti-intellectualism in any way, shape, or form. And although I'm a fraternity man, I've sometimes thought that the fraternities represented the most anti-intellectual force on Middlebury campus. I've been very distressed by this and while a fraternity advisor over a long period of time, I struggled with the problem but felt almost complete failure.

"The second aspect of the question, I think, is our failure as teachers to encourage and stimulate the imagination as much as we might. Obviously the responsibility rests a great deal with us, but it also depends upon the kind of students we bring to Middlebury College. I would think that a publication of some sort in which the faculty and students were working together should be encouraged—so that students could show their creative efforts. They've got them! They've got all kinds of ability! (We have publications, now, but I mean something a little more ambitious. Our present literary publication (*Frontiers*) taps only a very small group in Middlebury College, actually.)

"A second thing is the program of excellence in outside stimulation. And I mean by this both lecturers and the excellent musical programs. Dr. Armstrong has been terrifically successful with this and it has helped a great deal and should be encouraged even more. Of the programs this year, aside from some of the fine speakers and some of the excellent music, I would cite the *'Civilisation'* films—these struck me as one of the best things that's happened in Middlebury College in a long, long time! If we could tap more resources of that sort. . . .

"Another requisite is strong intellectual leadership in both the faculty and the student groups. I think there should be even more rapport among students and teachers. That means, of course, that a teacher can't be out straight with his lecture program or with a large number of students to take care of—papers to correct; he's got to have a little time. And that leads me to suggest the possibility of a tutorial program. I recognize this is a very 'elite' thing, but one of the best things that ever happened to me in my education

"The teachers I had seemed really terrifically devoted to their work—they were extremely dedicated teachers. I have noticed in more recent times that some of the teachers who've turned away from the field of teaching and gone elsewhere have done so for pecuniary reasons. This has bothered me a little: it looked to me as though they were treating teaching as just a job, unlike the devoted and dedicated teacher. At Middlebury I think that in all times we've certainly had both; certainly the College, today, has a number of very devoted and dedicated teachers.

"Certainly, the facilities are *much* better, today. They're much better in our libraries, in our laboratories certainly, in our classrooms, and by all odds, our equipment is far superior. The textbooks that I used in the 1920s were very mediocre in comparison with modern textbooks. I think some of these textbooks are sheer masterpieces: often they represent a collaboration of four, five, or six people.

"As for today's students, I would have to say that they are better trained—in many respects *far* better trained—and, of course, if they weren't, something would be wrong fundamentally with education. But I've also noticed that in spite of that fine training, most students seem to be still a little weak in the fundamentals of writing; we have to do a great deal of correcting of fundamental errors. And I often felt that basic grammar ought to have been taken care of much earlier in our students' education.

"Of course today's students are more 'free wheeling' —much more difficult to convince. And they have certain phobias—of the Establishment and many times of institutions. And this can be a pretty dangerous thing when you think of the institution of education and its importance in our society. I also have found less emphasis on tradition among the students; perhaps they're creating their own traditions . . .

"I find that our students' emotional growth has often not kept pace with their intellectual development. I find the students very sharp, quick with questions, and sometimes very good with their answers. But I find them emotionally rather immature.

"Moreover, I believe that they're committed to a way of life that leads away from any kind of self-discipline. I've had students who would come into class an hour late and say 'Well we hadn't looked at the clock; we didn't know class was going on.' Lack of responsibility seems to me a pretty dangerous thing and I think that in an earlier generation there was somewhat more self-discipline.

"However, I think this is a terrifically *creative* generation, rather remarkable in its use of imagination and a kind of liveness, a vitality. It's created a language, a music, an art, a dress, a behavior, an appearance, and it has its own kind of poetry which differs, it seems to me, very much from the poetry that was done back in the 1930s or the 1920s. And the prose is very different, too. Just lately while editing a symposium for the Vermont Academy of Arts and Sciences, I've been going over a great deal of work by students in different colleges in Vermont and this was very patent to me as I examined their writing—the use of imagination, especially, and how *alive* these pieces were!

"Also, I think this generation has been affected a great deal by the rapid cultural acceleration; there's been more content to absorb—*much* more material—and I think sometimes this has given them pause. Of course the same is true of teachers: I've had to read like fury to keep up in my own field—it's enormous the work that's coming out today in poetry and prose!

"In expression I've found the modern student much franker and rather more candid than previously, and I also have found perhaps fewer certainties . . . they've been shaken a great deal by contemporary events.

"Another difference is the great seriousness with which the students today approach social subjects and issues of politics. In both sociology and politics, I think the College is strained to the limits by student interest.

"I've thought that there are really two very important questions—the most important questions that I could ask myself—and I really do not have any kind of a solution to them.

"The first of these questions is, Why have the liberal arts and sciences failed to improve society, today? I'm troubled when I think of the great culture of the Germans—and I am part German myself— and of what happened in World War I and especially in World War II. Here was a people excellently trained, we would have thought, in the humanities, and yet this humanistic tradition failed them . . . recall the Nuremberg trials. I think the same thing is also true, in a little different way, in our own country. Perhaps it's come from a kind of pervasive anti-intellectualism that we have here. I don't think that our leadership has stressed the human values that actually it should . . . it's stressed the more aggressive ones. In this respect we seem to have fallen into the trap that the Germans fell into. And I think we should insist much more on justice and tolerance and humility and

The UNDERGRADUATE CHAIR

John N. Swift '72

The present four classes at Middlebury occupy a unique vantage point in time from which to view the passage of the political drama of the war in Southeast Asia. A few of the oldest of us—the class of 1972, my own—may recall clearly the Berlin Wall, the Bay of Pigs, or the Cuban Missile Crisis, but by and large our political thinking as a group has been determined by the constant presence of the Vietnamese war. The first presidential election in which most of us had formed individual opinions was the Johnson-Goldwater contest of 1964; we were in high school when the war became an issue of hawk and dove, when Eugene McCarthy made his play for the hearts and minds of the intelligent young. Margaret Mead has called mine the generation of the atomic bomb; more obviously, I think, we are the thinking children of the Vietnam war.

And in particular the class of 1972 has been dominated by the character of Richard Nixon. In 1968, as we entered the honored institution of Middlebury, Nixon at last made his way to the honored institution of the White House. As we struggled with our new environment we watched him struggle with his. And as we leave to go on to other things in 1972, I hope that he may also be leaving the Presidency. There are two pressures always at work on the political consciousness of the college student in 1971—Nixon and the war—and both are inextricably linked.

What has it been like, these past few years, with the murmur of the war in the distance and the words of Nixon speaking from every newspaper, radio, and TV screen? Wondering, I walked around the campus one afternoon and talked to a variety of undergraduates, asking a few random questions about the war and being a student at Middlebury. And the responses were interesting; no one seemed to want to talk about the war. After a few remarks it slipped easily into the background of conversation, replaced by local gossip, talk of faculty members and courses, or Nixon's new economic policy.

Could it be that the war in Vietnam has become a bore?

If familiarity breeds contempt, and contempt is the precursor of total boredom, then surely it would be extraordinary if college students were not bored by this time. But familiarity only comes out of a stablized situation, which suggests that the relationship between the student and the war has become stable enough to be dull. Yet how can the constant awareness of a moral inconsistency be described as a stable situation?

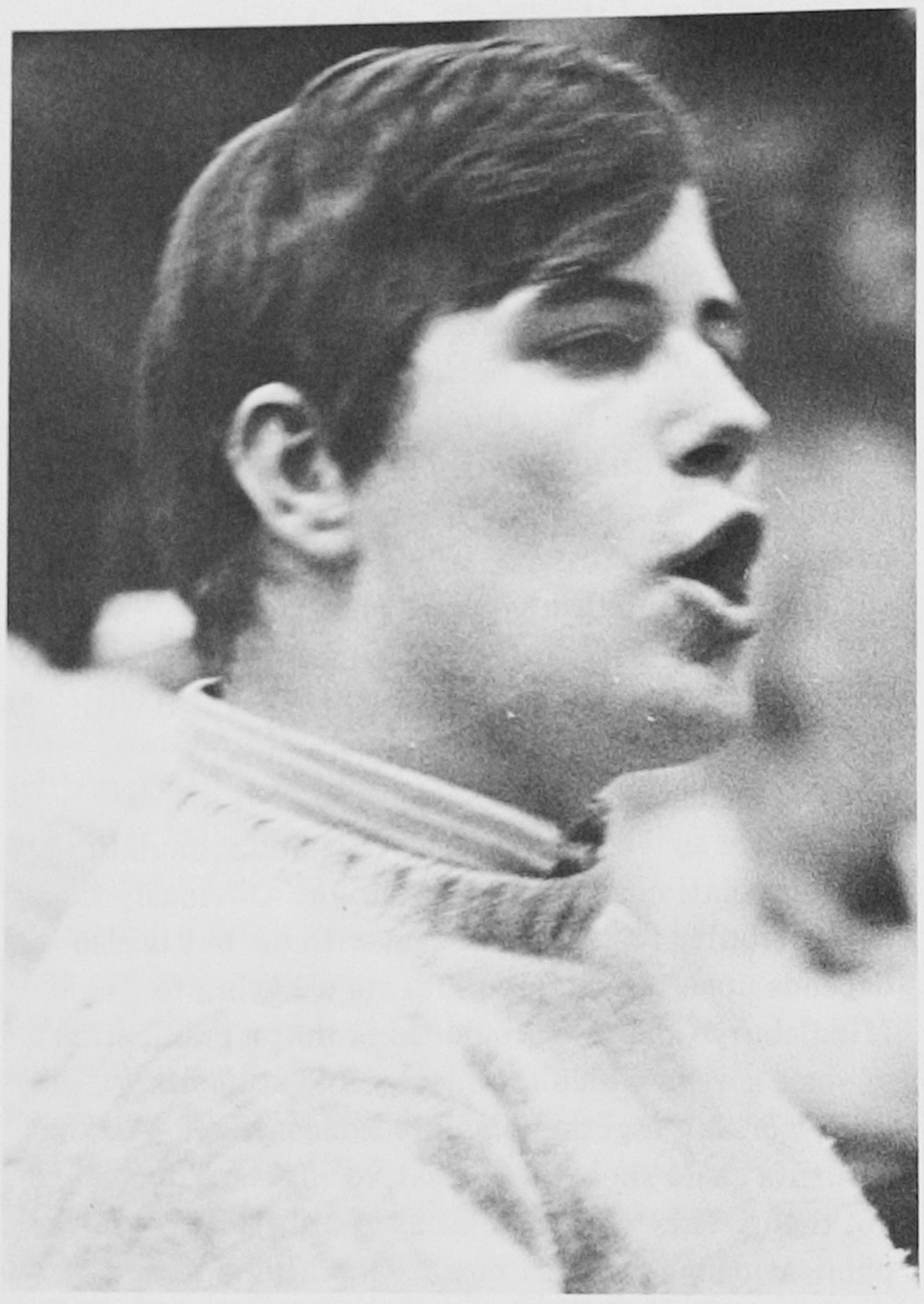
It's been around too long, far too long. I was fourteen years old, almost seven years ago, when the United States revolted against the idea of letting Barry Goldwater bomb North Vietnam, and seven years is a third of my lifetime. The problem is not that we have come to accept the war, but that we have run out of inspired words with which to discuss it. How can you say the things that have been said hundreds of times before, how can you re-use the worn cliches and slogans that seemed exciting in 1967? We have run through an arsenal of rhetoric and nothing has happened; there are only two courses for the student now, to go out and work publicly against the war, or to remain passive and keep quiet, containing the discomfort of its existence. No use to shout "End the war" now; everyone up to Richard Nixon has been saying it.

So time and repetition have pushed the war into the backs of our consciences, though the truth is still as unpalatable as ever. Things were different when I was a freshman. Of course, it was an election year, the year of a new administration, and there was some hope of change. But that year the war was surely the major topic of conversation in the Crest Room; its presence was heavy on the campus of Middlebury. Perhaps we felt that we could do something with our fresh young ideas; as eighteen-year-olds, new draft cards stamped with II-S deferments in our pockets, we definitely felt the need to do something. The political world outside was an exciting unknown, unpredictable and possibly alterable.

Then came three years of watching the unpredictable become predictable and bland. Consider first the draft issue, since I think that dissent springing from a personal immediate need is more likely to be effective than dissent that comes out of a moral sense of injustice to others. The draft has been the most obvious bond between college males (and peripherally, females) and the war in Southeast Asia. The psychological pressures of the draft card were tremendous in 1968; the dullest mind could see that he carried in his pocket a link to his own uncertain future of danger, possibly death. And the law forced us to keep this piece of self-destruction in our wallets. It was a symbol of someone else's control, but it was only a paper card: hence the popularity of draft card burning in the late 60's.

The threat of the future sparked a movement of thought among college students, since no one can face a personal unknown with complacency. One had to develop a set of convictions with which to deal with the future, and the courage to support them; I thought more clearly about the war during my freshman year than I have since. So by November of 1969, when the draft lottery came around, I was secure, ready to accept lottery number one if necessary. I was neither going to be inducted, nor run to Canada, nor go to jail; instead I was quite confident of my ability to stay in this country, avoid the long arm of officialdom, and set an example for others who wanted to put a stop to the machinery of the draft. And then the number that came up for me was so absurdly high that 98 per cent of the draft eligible young men in the country would be in uniform before they would call me. I was, in the words of the Administration, effectively "defused;" the immediate pressure toward revolutionary thinking was gone.

The draft lottery was a clever and cruel device. It took



"These young people are very idealistic, they see possibilities. What can they do with their imaginations in terms of hard, concrete, specific facts? How will they measure up? Will they show the capabilities we think they ought to have? I'm betting on them."

was attending Oxford University and working in their tutorial program, where my don, one of the notable dons at Oxford, had about 10 or 12 students. This very close relationship of teacher and student I thought was remarkably effective in the English system.

"Chekhov once said, 'There is nothing new in art except talent': I would paraphrase, 'There is nothing new in education except individuality.' It seems to me that we ought at all times to be seeking to release the individuality, the creative—well, in the old Emersonian sense—'genius' (which meant spirit) of our students. I've noticed that whenever they've had a chance, as with their Winter programs, they've been almost unutterably happy about the results. I was speaking with two students not very long ago and they'd gone down into the Gila river country in Arizona to follow through with a project under Dr. Catton's tutelage, and they were extremely happy about their experience—this was a new kind of thing for them; they'd thought through the entire project themselves. It seems to me that the life of education is passionate inquiry and curiosity. This is the great thing; if we can do this with our students then perhaps we can justify ourselves.

"Furthermore, there's got to be a closer relationship between a small and select liberal arts college like this, and the outside world. I think that when we are detached from outside experiences, we become cocooned—too absorbed with that little cocoon—and some students never break free from that. Those students who went up to the Gila river country, who had never seen the Southwest, began to see something more of America. They were working in American civilization, and this was a great thing for them: they were adding to their experience, they were expanding, they were seeing something different. And they weren't being taught, there, by teachers. They were being taught directly by experience, itself.

"As I see these younger people, they're very idealistic, and they see possibilities. Now the whole thing is, what can they *do* with their imaginations in terms of hard, concrete, specific facts? These are 'the onsets of experience,' as Melville says. Facts are *brass*. They're very real; you can't go around just dreaming about these things.

"What's going to happen to our students when they have a chance to take this education and go out to fulfill some of their heart's desires? How will they measure up? Will they show the capabilities we think they ought to have? This concern keeps coming back to me, time and time again—but naturally I'm betting on them. I'm very sanguine about this question! You know, Emerson's got a wonderful little statement about revolution and I'd like to draw that in, because it's one of the best I've ever come upon. . . . This was 'The American Scholar' address; he says: 'If there was any period one would desire to be born in, is it not the age of revolution when the old and the new stand side by side and admit of being compared? When the energies of all men are searched by fear and by hope. When the historic glories of the old can be compensated by the rich possibilities of the new era'." □

parties, but there seems less excuse for the flatness of the students' dialogue. This strained attempt to reproduce the flash, richness, and individuality of student rapping has a cookie-cutter sameness and stiffness to it; and when it's interspersed with moments of ostensibly "black" locution and idiom, the result is a stilted mélange, notable only for its atypically uninventive vocabulary and obnoxious content. To make matters worse, when people aren't talking to each other, they frequently talk to themselves in staccato interior monologues which hammer on, woodpecker-like, for pages.

A corollary of the ugliness and dullness of much of the characters' talk is the nastiness of their lives, which makes it difficult to care about their fates or to figure out how to place yourself as a reader with respect to the issues raised by the book. You can usually tell where an author stands by determining which characters he likes best, and trusting what they say (with reservations, of course). But sometimes the arguments in this book—and Mr. Friedland does present both sides—simply overwhelm the characters, or the character isn't sufficiently strong or consistent to reinforce the argument one way or the other. It is not satisfactory to say that the spectacle of a God-like narrator whose fictional universe is peopled with oddly ambiguous and contradictory sympathies merely reflects a complex reality. It can also reflect a profound confusion, puzzling and wearisome to author and reader alike.

One might go on objecting to the clichés of theme and technique, to the juxtaposition, for example, of the insane and frenetic "civilized" life of the intellect with the peaceful pastoral life just outside the college grounds (shall we call it Catfish Power?). But I would be a very splenetic reader indeed if I didn't respond to Mr. Friedland's brilliantly witty and ironically moving portrayal of that least efficient of gatherings next to the U.S. Congress—the faculty meeting. I also found myself struck at various points by the felicitous combination of elegance and existential *angst* expressed by a few of his characters as they ruminate on the meaning and quality of their personal and professional lives. At such moments I feel the characters are portrayed with psychological depth instead of functioning as earnest but boring mouthpieces for one or another radical position or conservative compromise, and that a significant and dramatic philosophy emerges as a natural result of the revelation of character, rather than something which is imposed on a half-realized character simply to further the plot.

Of course, it takes other voices besides mine to comment on this novel's ambitious attempts to talk for and through blacks, to chart the white mentality, to give an impression of a place and a moment increasingly important to us all and likely to be gotten at, most effectively, through the attentions of our imaginative writers. On this last point, Mr. Friedland's voice may be uneven, but it sometimes carries a long way.

DAVID PRICE
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Middlebury College

JOHN SLOAN

By Bruce St. John '38 (Praeger, N.Y., 1971; 156 pp., 100 illus. + 11 plates, $15.)

Professor Bruce St.John, director of the Delaware Art Museum, curator of its John Sloan Collection, and editor of the artist's early diaries, has given us a warm and most timely work on the artist's career. This year marks the centennial of John Sloan's birth in 1871 and this book is both a deserved tribute and an illuminating social document.

Lulled by rustication in the calm of the Irish Republic recently, I am grateful to the author for information regarding other tributes to the artist this year. A major retrospective of his work is now open at the National Gallery in Washington; he has been honored by the United States Postal Service in having his minor masterpiece, *Wake of the Ferry,* printed on an eight cent stamp; Mr. St.John has written, as well, an illustrated article on Sloan's Philadelphia period to be published in the Kennedy Galleries Art Journal in November, and this past summer the Whitney Museum organized an exhibition of 132 etchings and aquatints by the artist to commemorate this anniversary.

Mr. St.John affectionately traces the youthful history of a young man who was to grow into a fine artist. An early appetite for reading and examination of the much-illustrated literature of the period opened up vistas of expression to him. Moving to Philadelphia in 1885 he entered into the life of a city that was friendly, home-loving, fond of sport on the waters of the Schuykill and on Chesapeake Bay, and a cradle of the democratic spirit. The Pennsylvania Academy of the Fine Arts in Philadelphia was the first institution of its kind, founded by the realist Charles Wilson Peale, and after a period of inquiry Sloan enrolled in a night course there. Sloan became a newspaper artist drawing scenes to illustrate feature articles—sometimes of a dramatic nature but often merely descriptive of localities. In those days photography still required auxiliary lighting, so newspaper artists sketched in courtrooms, on the streets, or in halls where boxing matches or other events were held. Everything was grist for their mills.

The development of lithography by Senefelder in the 19th century was a great boon to the artist reporter, because it enabled dramatic effects of lighting. (Consider what Daumier's *Murder in the rue Transmontaine* might have been in a lighter medium.) Although photography was then little used, Brady, by photographing his sitters without the accoutrements of style or position, had shown us the real character of the leaders of the Union cause. Such forthright lens portraits without doubt were a blow to the commissioned portraitists and much of the work of Sloan and his associates was directed at some of the orchidaceous portraits by Sargent and others.

When Sloan moved to New York, later known as "Sodom on the Subway," he came to a city of neighborhoods as distinctive in character as those of Paris some years ago, with its churches in or near squares and the local markets around it. Many of these neighborhoods

away the free choice of those of us with "safe" numbers just as much as it trapped those with bad numbers. I walked around the dormitories on the night of the lottery and watched its effects: drunken celebration among the lucky ones, glazed eyes of the unfortunates. In Stewart Hall lottery numbers were pinned to doors—"I'm #67—Hanoi, here I come!" The lottery brought the future into the present and took away the alternatives; understandably, the burning of draft cards became less popular. Political thought lost its most pointed relevance for half of the college males in the country, who were allowed to ignore the draft and the war with no ill consequences beyond an occasional twinge of guilt.

Then began the Nixon campaign to "wind down the war": a myth, since it simply substitutes American bombs for American bodies, but it pushes the threat of the war still farther away from the college campus. Even the "unluckies" in the draft lottery need no longer go to Vietnam. Although the technological war being waged there may destroy the land of Vietnam faster than a war of men could ever have done, it presents no physical threat to a Middlebury undergraduate. Other kinds of threats, the moral implications of the war, are too vague to force action; all that remains is a speechless indignation for most of us.

Perhaps in summary I can postulate an answer to a question I asked earlier: how can the constant awareness of a moral inconsistency be described as a stable situation? For that awareness is still present. But since it is an emotional need and not a physical one it produces an urge to action in only the most sensitive.

The rest of us are left with guilt, the guilt of having given in to our natural selfishness; in suppressing that guilt, turning away from the moral inconsistency, we begin to appear indifferent. The war, which for a few years succeeded in making a rampantly political creature out of the college student, has begun at last to work in the other direction, as we realize that we are not by nature heroes, and that we may not be divinely appointed to save the world. □

MIDDLEBURY BOOKS

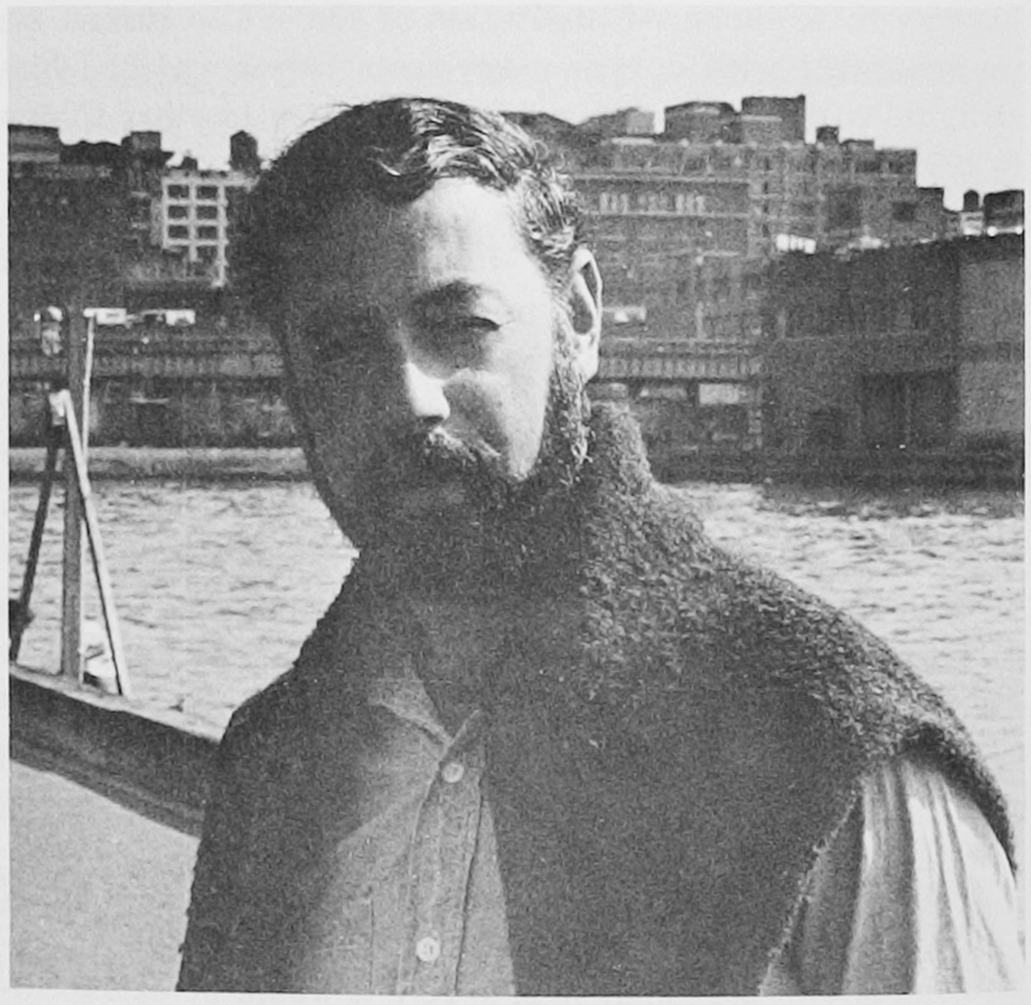
Bringing It All Back Home

By Ronald Friedland '59. (Lippincott, N.Y., 1971, 310 pp., $6.95)

Ron Friedland is counting on the fact that we all ought to care about the subject of his first novel: the tangled and tense relationships between white trustees and black administrators, whipped faculty and riled students in a small southern black college. The violent culmination of his book echoes only too clearly events in our world. But the very real horror of a Jackson State cries out for a better fictional embellishment. Let me reserve my praise for a moment and examine first the sources of my dissatisfaction.

Hardin, the town and the college, is first presented from three points of view not found in the rest of the book—the *Mobil Travel Guide* for the town, and Barron's college guide and Hardin's own catalog for the college. We are expected to contrast the creaky historicity of the travel guide with the explosive "nowness" of a southern town filled with racial hatred, the statistical tedium of the college guide's prose with the exciting and complex human beings who really populate the campus, and the syrupy idealism of the catalog copy with the opportunistic cynicism and incompetence that characterize large segments of the faculty and administration. Not only is it dangerously boring to begin a novel with prose one normally reads solely out of necessity, but the Hollywood-predictable irony of the technique is grating to a reader who expects greater sophistication.

Stuck with the problem of how to get thirty years of exposition into the novel's two days of action, the



Ronald Friedland

author resorts to the stock device of having characters stand around explaining at length How Hardin Got That Way. The characters themselves (all endowed with two-syllable names that sound vaguely alike) are introduced with dossier-type paragraphs which break the flow of dialogue or action to give us largely extraneous descriptions of hair style and forgettable abstracts of life style. Perhaps we can forgive the academics their lecture-note approach to cocktail

John Sloan, 1905 TURNING OUT THE LIGHT

Although the Armory Show of 1913 signaled a real revolt from vacuity, tedium, and shop-worn expression, the curtain raiser had been the earlier exhibition in 1910 of the "Independent American Artists," an open, no-jury, no-award affair. Public reaction was startling, but the show definitely indicated that the experimental painter was to be recognized as a respected member of society and in 1917 the Society of Independent Artists was organized and held its first exhibition. This hitherto much neglected group was to become in time the new "National Academy" of the Left.

I believe the roots of this uprising may be traced to two factors: the abolition of jury selection of works to be exhibited, and the inclusion in the Armory Show of a work by Marcel Duchamp, a fascinating, amusing, and charming personality, however pernicious and eventually fatal his influence has since proved. The work of the Impressionists and the Post-Impressionists did not stir as much excitement or resentment as the hanging of Duchamp's *Nude Descending A Staircase.*

The inclusion of the "Nude" must have disturbed Sloan. Although in our opinion it was not unworthy, and certainly doesn't seem startling today, the fact is that this painting encouraged an audacity in terming almost anything a work of "art."

This summer an artist, Christo Iavacheff more simply known as "Christo," hung an orange curtain 1250 feet long and weighing four tons in Rifle Gap between two Colorado mountains. Over 200 feet high, it has two cut-outs, one for traffic and the other for a river's flow. (His latest previous effort was to wrap a mile of Australian coastline in plastic.) This project was financed in the amount of $400,000, solicited from 40 museums, art dealers, collectors, and others. I feel that Sloan, a serious man, might feel that his efforts for tolerance had been betrayed.

Sloan was an apostle rather than a prophet. (Henri was the prophet of the group.) Sloan fought doggedly for the freedom of others. His was a fine democratic spirit and he defended the opening of many doors to others. We are grateful to him, but he appeared at a time when aesthetic change began to move toward the cataclysm of today's art world—which I feel would have dismayed him.

Mr. St.John does not represent his study as a critical analysis of Sloan's art, feeling it too soon after his death "to expect a definite judgment on the aesthetic quality of his art." Yet by his selection of examples he has actually documented the earnest work of an artist's lifetime which inaugurated a long era of self-examination and tension that has had ethical, moral, and aesthetic repercussions throughout the lives of some of us.

ARTHUR K. D. HEALY
Professor-emeritus of Art
Middlebury College

John Sloan, 1905 FIFTH AVENUE CRITICS

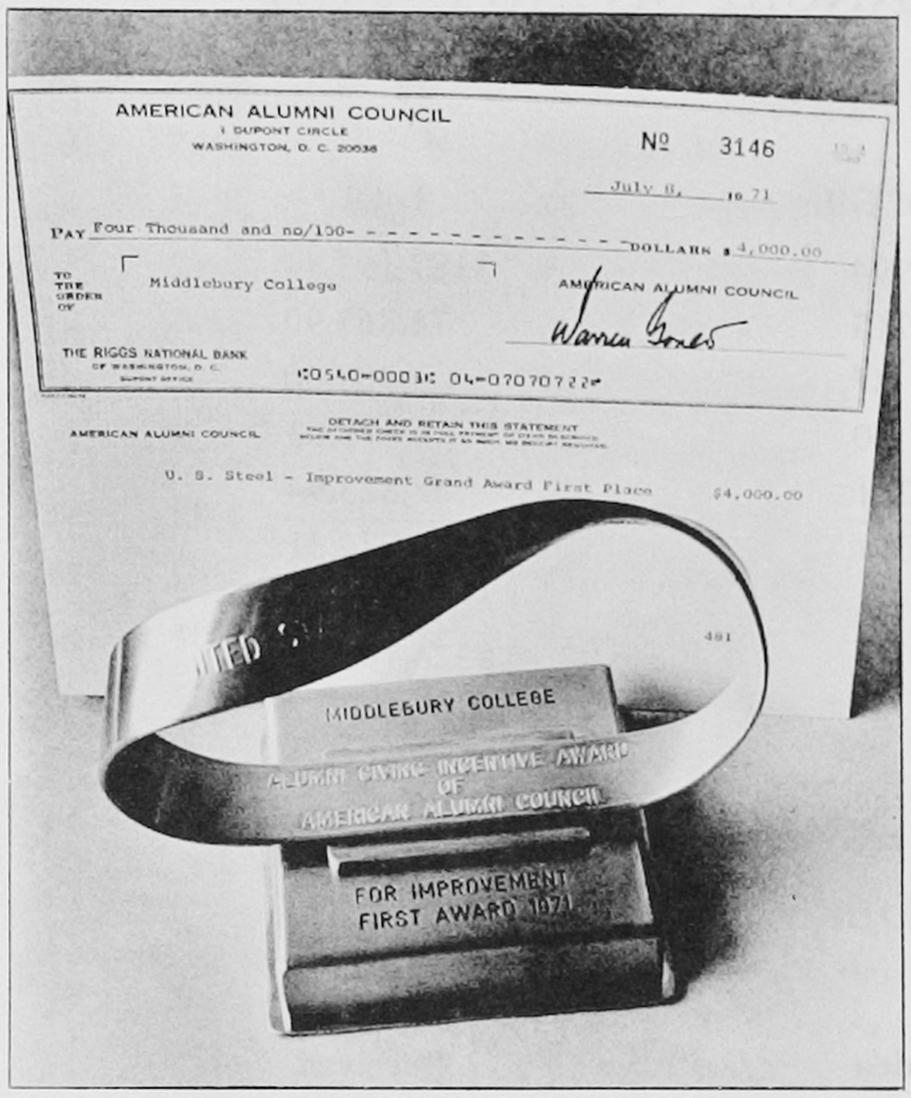
were European, having been taken over and given national character by the great numbers of immigrants who had been enticed by Emma Lazarus's invitation and our expanding frontier. New York became truly cosmopolitan as no other city but San Francisco has. Its sights, its smells, its sins, and its sanctities were fascinating and John Sloan loved it.

He had established himself by this time as an artist. He substituted for his love of Fairmount Park and the country around Philadelphia, the city and all its noisy charm, its movement and light, its occasional elegances and its slums.

Sloan's paintings of the city streets are in the dark tonality of Robert Henri and the many-times-removed Hals. They cannot help but have a nostalgic charm for us as we recall the noisy 6th Avenue El in his *Six O'Clock Winter* of 1912. The most interesting to me of his oils of the city is *Wake of the Ferry,* which in its tender, economically expressed quality has the poetry of Ryder's paintings of the sea. The etchings of the 1900s rely for their values on hatching the plate with lines rather than creating values with a burin. This linear manner Sloan was unfortunately to superimpose over his later oils.

Professor St.John most admirably brings Sloan into the realist tradition of some of our Colonial painters who were independent of the medieval tradition in England—the Peales, William Sidney Mount, Eastman Johnson, and Thomas Eakins—and of the later Sir Peter Lely, and the Dutch and French schools. He does us a great service in dispelling the idea that members of "the Eight" and their friends were babes in the wood ignorant of the art of the past and of more recent art movements in Europe. The author reproduces early etchings and paintings by Sloan that show an awareness of the manners of many predecessors, from Hogarth to Whistler to du Maurier and to the Art Nouveau poster makers. The extraordinary force of attack in *Coytesville on the Palisades,* dated 1908, very probably was influenced by the Constable landscapes in the Philadelphia Museum of Fine Arts, and not by Manet. In handling it is very close to the Constable sketches in the Smith College Art Museum. Of the group, Robert Henri, Glackens, Shinn, and Prendergast had all worked in Paris and in a contemporary vein. The catchphrase, "Ash Can Group," did much to obscure this.

Nevertheless, the exhibition by "the Eight" in 1908 must have been startling, indeed. The works of academic realism exhibited by the American Academy continued to celebrate the position and authority both of the state and the church—an artistic tradition inherited from the Renaissance. They were not intended to be relevant to the present but to aid reflection upon the past. In a word, such works were designed primarily to "edify"—whatever that meant.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The most sought-after symbol of achievement for an Annual Giving Program is The United States Steel Foundation Incentive Award. This is a singularly prestigious award because it recognizes the highest performance in alumni giving among all U. S. and Canadian colleges and universities. Recently it was announced in Washington, D. C. that Middlebury's 1969-70 Annual Giving performance won the Grand Award for Improvement and has earned a handsome trophy and an unrestricted grant of $4,000!

Our heartiest congratulations go to Fred Lapham '43, National Alumni Chairman 1969-70, the entire Development Staff, and the hundreds of volunteers who made this distinguished honor a matter of record. Well done, ladies and gentlemen of Middlebury!

Now that is a tough act to follow, which is why it gives me so much pleasure to report that almost every 1969-70 record was shattered this past year. Although contributions from corporations and "friends" were down, contributions from alumni and parents set new records in dollars and participations. The $324,000 raised is equivalent to the income from 6½ million dollars in endowment.

My thanks to all of you who have helped keep Middlebury alive and well—and a name to envy. Now let's shoot for the U. S. Steel Foundation "Sustained Performance" Award for 1971-72!

GEORGE H. (PETE) BOSTWICK, JR. '58
National Alumni Chairman

History of the Town of Middlebury

In the County of Addison, Vermont, to which is prefixed a statistical and historical account of the County. By Samuel Swift, AM 1803, LLD 1860. (First edition, 1859. Republished 1971, Rutland, Vt.: Chas. E. Tuttle, 454 pp. 18 plates, index. $12.50)

When Samuel Swift came to Middlebury fresh from Dartmouth (AB, 1800) to be the second tutor hired by the College, the town had been resettling after the war for a mere 18 years. Swift was to live in Middlebury for the rest of his life. Thus in the 1850s when at the request of its Historical Society he sat down to write the history of the town, he had personally witnessed most of the history he recorded, knew well nearly all of the principal characters in that story, and had first-hand accounts of the earlier years (1783-1801) from the families of the very men and women who had settled the land.

This history, long out of print, has now been republished in an edition limited to 700 copies. Its reissuance will delight local history buffs and others interested in the town and College because of past association. Almost anything the reader might wish to learn is here—the economic life of the area, local incidents of the Revolutionary War and the War of 1812, the breeding of Morgan horses and of Merino sheep, the building of roads and bridges, Indian relics, heroics, near-escapes, and tragedies, the mercantile life of the village—its taverns, hostelries, marble mills, grist mills, gun smiths, tinsmiths—its dentists, doctors, churches, newspapers, periodicals, books, fires, floods, epidemics, and of course its College. Almost everything —and we'll return to the qualification in a moment.

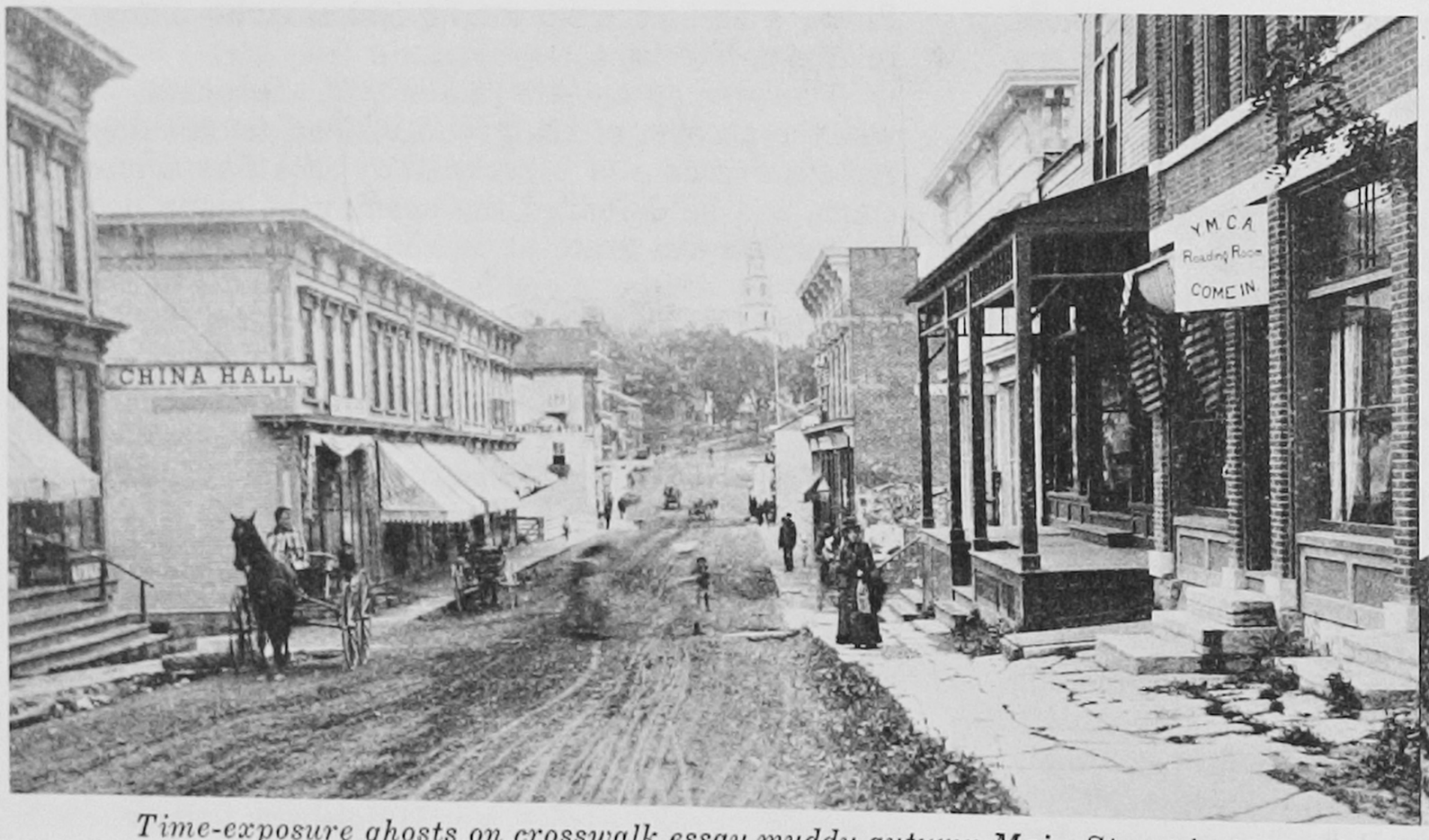
Moreover, Mr. Swift's style is lean and direct enough —it was formed before archness and indirection became fashionable—not to get in the reader's way; what Swift relates he tells clearly and for the most

One of oldest photos of Main Street, before fire of 1875.

part without ambiguity. "I have compressed the details into as few words as practicable," he says in his preface, "instead of adopting a more diffuse and untrammeled style. I advise anyone, who cares much for his style, not to enlist in any such composition."

Of course many trustees of the College in that generation were among the prominent earliest settlers, and now first citizens, of the county, and the ranks of leadership in local affairs were soon enlarged by able young graduates of the College. The preeminent profession leading to political power for these young men was of course the law, and the ambitious graduate who did not feel called to religious service would begin reading law in such local offices as Sam Miller's, Dan Chipman's, Seth Storr's, Joel Doolittle's, Peter Starr's or Horatio Seymour's. Among the graduates of the first nine Classes, no less than 12 did precisely that (out of a total of 46 lawyers from those classes). Sam

(continued on page 92)



Time-exposure ghosts on crosswalk essay muddy autumn Main Street in 1880s. At right, Judge Samuel Swift.

TREASURER'S REPORT OF GIFTS

Current Funds, Unrestricted:

Annual Giving from various contributors, including $27,289.89 from The New England Colleges Fund, Inc. and including $868.00 for the Summer Language Schools		$ 324,792.31

Other Unrestricted:

Miscellaneous from one contributor		330.40
Under the will of Col. E. H. Green from the Ruth Lawrence Briggs Trust		133.32
		$ 325,256.03

Current Funds, Restricted:

Development Fund:		
from Mr. and Mrs. John M. Kirk '39, '41	$25,400.00	
from various contributors in memory of William Francis Wells, Jr.	575.00	
from other contributors	738.30	
		$ 26,713.30
The 175th Anniversary Fund:		
from Mrs. Robert D. Proctor and the late Mr. Proctor	10,650.00	
from Mr. Paris Fletcher '24	9,375.00	
from W. H. Morton Foundation	5,000.00	
from Dellwood Charitable Trust	2,500.00	
from Mr. and Mrs. Willard T. Jackson '51, '52	1,121.88	
from other contributors	300.00	
		28,946.88

Student Aid:

For the Charles A. Dana Scholars Program from The Charles A. Dana Foundation, Inc.	40,000.00
Miscellaneous gift scholarships for designated students from various foundations, corporations, and clubs	22,923.00
For scholarship awards:	
from The Charles Irwin Travelli Fund	21,000.00
from The Edwin Gould Foundation for Children	13,000.00
from The Sarah Frances Hutchinson Cowles Fund, Inc.	8,550.00
from The Agnes M. Lindsay Trust	8,000.00
from The Davison-Foreman Foundation	7,000.00
from Albert H. and Jessie D. Wiggin Foundation	3,000.00
from Fanny B. Reed Trust	1,050.00
For the Percival Wilds '02 Memorial Scholarship from Charles M. Wilds	500.00

Organized Research:

Grants from National Science Foundation	112,787.88
Grants from National Institutes of Health	59,994.00
For the Department of Chemistry from E. I. duPont de Nemours & Company, Inc.	5,000.00
In support of research and teaching at the High Pond Reserve from two contributors: $2,000.00 from Mr. Christopher Burden '64 and $500 from Mr. Andrew Burden	2,500.00
Under Grant RO-146-70-4014 from The National Endowment for the Humanities	1,855.00
For the Department of Psychology from several contributors including $1,000.00 from Mrs. Alvin A. Schumann	1,375.00
As a research grant from The Fred C. Gloeckner Foundation, Inc.	$ 660.00
For the Economics Department from one contributor	200.00

Language Schools:

For graduate stipends to designated students attending the 1970 Chinese and Japanese schools from the Department of Health Education and Welfare	29,737.00
For NDEA, Title VI, 1970 Summer Program in East Asian Studies from the Department of Health Education and Welfare	10,000.00
For the German School Scholarship Fund from the Federal Republic of Germany	7,298.86
For the Dr. Nicholas R. Locascio Fund for the Italian School from two contributors including $3,000.00 from Dr. Nicholas R. Locascio	3,025.00
For the French School Scholarship Fund from The French Government	1,000.00
To establish the Anne E. Dash Scholarship for a doctoral candidate at the Middlebury Spanish Summer School from Mr. C. Weston Dash	500.00
For a scholarship award in 1971 for a student enrolled in the Italian Summer School or the Graduate School of Italian in Italy from one contributor	100.00

Transferred to Language Schools Endowment:

For the Nicholas Locascio Italian School Scholarship Fund from one contributor	50.00
For the Werner Neuse German Scholarship Fund from two contributors	25.00
For the Stephen A. Freeman Language School Endowment Fund from one contributor	15.00

Other Educational Purposes:

For faculty support to be given primarily, although not exclusively to the Humanities Programs at Middlebury College from The Andrew W. Mellon Foundation	200,000.00
Representing final payment on grant from the Alfred P. Sloan Foundation to finance, in part, strengthening the College's Science offering	80,000.00
For the Thomas J. Watson Foundation Fellowship Program from The Thomas J. Watson Foundation	12,000.00
Representing a payment on Grant #680-0432 from The Ford Foundation in support of Faculty Development in the Humanities	8,250.00
For the Expendable Art Purchase Fund from several contributors including $5,000.00 from Salomon Brothers & Hutzler Foundation, Inc. and $500.00 from Mr. and Mrs. Valtin H. Lust	6,240.00
Under the College Resources for Environmental Studies Program from W. K. Kellogg Foundation	5,000.00
In support of short-term leave grant for President James I. Armstrong from The Danforth Foundation, Inc.	5,000.00
To provide a portrait of Professor Arthur K. D. Healy for the Christian A. Johnson Memorial Building from Mrs. Christian A. Johnson	3,040.00
For the Youth Opportunity for Understanding Program from various contributors	2,584.85

1947	190	83	44%	2,701	Marilyn Bruhn	69%	Don Means	555	20
1948	302	129	43%	3,833	Corinne Strianese	75%	Joe Fitzgerald	670	65
1949	299	128	43%	6,794	Joan Alden	67%	Norm Joslin	2,870	30
1950	313	112	36%	5,285	Ginny Cleary	69%	Ginny Cleary	986	2,500
1951	263	128	49%	5,286	Anne Connington	86%	Will Jackson	1,379	613
1952	304	128	42%	5,471	Mary Lee Allison	75%	Mary Hardesty	1,357	848
1953	307	120	39%	3,438	Patrick & Oliver	52%	Richard Brown	348	5
1954	303	124	41%	3,436	Parmelia DeWinter	75%	Virginia Hartwell	346	15
1955	313	126	40%	3,857	Richard Higgins	59%	Carlene Howland	682	50
1956	334	168	50%	4,644	Leigh Johnson	94%	Leigh Johnson	762	48
1957	317	136	43%	3,137	Pam Reilly	67%	Pat Palmer	360	38
1958	327	150	46%	3,162	Glavin & Dean	81%	Gerry Noonan	368	175
1959	336	165	49%	4,996	Monsees & Vaules	68%	George Jay	1,354	93
1960	345	163	47%	6,449	Chip Thayer	75%	Pete Battelle	2,774	25
1961	319	134	42%	3,829	Carol Fryberger	80%	Colonel Carrick	545	
1962	335	131	39%	2,816	Dolly Thayer	68%	Cynthia Bracken	480	28
1963	361	131	36%	2,934	Barb Starkey	63%	Julie Firestone	403	360
1964	374	144	39%	2,565	Patience Jackson	67%	Bob Youngman	310	2,023
1965	364	158	43%	3,660	Tim Hollander	72%	James Thomas	842	40
1966	348	132	38%	2,522	Judy Mijares	65%	Judy Markland	264	45
1967	364	109	30%	1,837	Linda Schaeffer	53%	Bob Larkin	233	20
1968	393	99	25%	1,342	Roger Egan	58%	Roger Egan	136	15
1969	392	81	21%	1,515	Ann Stauffer	47%	Sam Eaton	535	5,030
1970	344	55	16%	807	Patricia Hipp	27%	Karla Baehr	213	15

Totals:		Roll	Donors	%	Amount	
	Alumni	12,092	4,994	41%	$187,153	
	Others		1,093		136,771	
	Total		6,087		$323,924	$83,345

Top Ten Team Leaders

Team Participation:		Team Dollars:	
1. Dorothy Bliss '21	100%	1. Ransom Rice '26	$6,435
1. Charles Haugh '21	100%	2. Ruth Sayers '29	6,036
3. M. Leigh Johnson '56	93.7%	3. Charles Haugh '21	5,320
4. Carmen Walker '11	92.8%	4. Norman Joslin '49	2,870
5. Evelyn Ives '29	90.9%	5. Peter Battelle '60	2,774
5. Natalie Dunsmoor '35	90.9%	6. Emily Brackett '20	2,086
5. Janet Krumm '41	90.9%	7. George Berry '41	2,003
8. Anne Connington '51	85.7%	8. John Walker '28	1,503
9. Ruth Sayers '29	83.3%	9. Willard Jackson '51	1,379
9. Barbara Porter '56	83.3%	10. Mary Hardesty '52	1,357

Most Improved Team

Team Participation:		Team Dollars:	
1. Ruth Aldrich '21	+50%	1. Charles Haugh '21	+$5,085
1. Dorothy Bliss '21	+50%	2. Peter Battelle '60	+ 2,321
1. K. Robinson '36	+50%	3. John Walker '28	+ 1,218
4. Henry Vaughan '08	+44%	4. M. Hardesty '52	+ 1,177
5. Mary Brackett '36	+40%	5. Ransom Rice '26	+ 1,163
6. Charles Haugh '21	+38%	6. Ruth Sayers '29	+ 997
7. John Perry '46	+37%	7. Alice Bull '46	+ 826
8. Margaret Ramsay '51	+36%	8. Norman Joslin '49	+ 705
9. Alice Bull '46	+35%	9. Donald Means '47	+ 505
9. Robert Grocutt '51	+35%	10. Mary Cassidy '31	+ 503

To establish the Ruth Coolidge '22 Fund from the Estate of Ruth Coolidge '22	$ 1,410.08
To establish the Clifford T. Day Undergraduate Scholarship Fund from the Estate of Clifford T. Day '15	1,229.89
For the Phoebe Kasper Wallach '49 Memorial Scholarship Fund from three contributors including $1,000.00 from Mr. Joseph P. Kasper '20	1,175.00
For the Dean S. Edmonds Scholarship Fund from Mr. Dean S. Edmonds	1,000.00
For the K. P. Tsolainos Memorial Scholarship Fund from The K. P. and Phoebe Tsolainos Foundation, Inc.	1,000.00
To establish the Dr. and Mrs. James I. Armstrong Fund subject to reservation of life income for two lives from Dr. and Mrs. James I. Armstrong	1,000.00
To establish the Jean Boorsch Lectureship Fund from Miss F. Carroll Brown	1,000.00
For the Frank B. Hickcox Memorial Scholarship Fund from several contributors including $500.00 from Mrs. Konstanty Lecko '43	988.00
For the Winifred Coffin '00 and Beatrice Taft '00 Scholarship Fund from the Estate of Beatrice K. Taft '00	921.33
For the Henry W. Schuettauff '27 Scholarship Fund from Mr. Henry W. Schuettauff '27	700.00
For the Colby Fund from the Estate of Mabel Colby	697.16
For the Elizabeth Baker Kelly Fund from several contributors	650.00
For general student scholarship from two contributors	550.00
To establish the Josephine Kelsey Fund #2 subject to reservation of life income, from Mrs. Josephine B. Kelsey	500.00
To establish the Anna and Luke J. Nolfi Scholarship Fund from Mr. and Mrs. Luke J. Nolfi	500.00
For the Edward L. Bond, Jr. Memorial Scholarship Fund from several contributors	$ 410.00
For the Sidney Nordenschild, Sr. Scholarship Fund from several contributors	352.00
For the Hewitt E. Page Scholarship Fund from one contributor	320.62
For the Richard A. Heine Memorial Scholarship Fund from one contributor	300.00
For the Waldo H. Heinrichs Scholarship Fund from two contributors	275.00
For the Werner Neuse German School Scholarship Fund from one contributor	100.00
For the Charles Bliss Allen Memorial Fund from one contributor	100.00
For the Paul D. Moody Fund from three contributors	65.00
For the Class of 1941 25th Reunion Fund from two contributors	58.00
For the Kappa Delta Rho Scholarship Fund from one contributor	45.00
For the Memorial Book Fund from two contributors	35.00
For the Hazel MacLeod Fund from one contributor	25.00
For the Gertrude Cornish Milliken Scholarship Fund from one contributor	21.47
For the A. Bayard Russ '66 Memorial Scholarship Fund from one contributor	10.00
For the Claude Levy Scholarship Fund from one contributor	10.00
	$ 542,260.70

Plant Funds:

Toward the cost of a college buildings project from The Arthur Vining Davis Foundation	$ 40,000.00
For the Robert Frost Memorial from Mr. Alfred C. Edwards, Hon. '68	1,195.93
	$ 41,195.93
Total	$ 1,709,074.03

Gifts On Which No Monetary Values Have Been Placed

FOR THE LIBRARY:

600 first editions of American Literature comprising the collection of Mr. Gifford C. Terry from Mr. and Mrs. John Kruesi for the Abernethy Library.

The Modern Library titles which were a part of Robert Frost's personal library in his cabin at Ripton from The Estate of Robert Lee Frost.

Rare book "Eusebius Caesariensis Chronicon" published in 1493 in Venice, from Mr. and Mrs. Louis T. Ibbotson '23.

67 volumes for Starr Library from Mr. William H. Upson.

Manuscript drafts of eighteen poems from Mr. Robert Pack.

Illustrated book "Le Grand Napoleon Les Petits Enfans" by J. de Marthold from Mr. Wilson B. Roberts.

64 volumes containing illustrations by Gustave Dore from Mrs. Henry A. Barton.

Volumes of the Russian periodical "Novyi Mir" covering the years 1925-1944 from Xerox Corporation.

24 volumes in the fields of Economics and Art from Mr. John B. Rothrock.

A book by Steegmuller on Cocteau from Miss Peggy Yntema.

Seven books for the Physics Seminar and Reading Room from Mr. Donald Filan.

WORKS OF ART:

102 etchings, the majority artist's proofs, by Luigi Lucioni, spanning his entire career, from Mr. Egidio Moresi.

Portrait of Whiteface Mountain by Eric Sloane from Mrs. M. D. Doyle.

Jozan Oriental Rug and an oil portrait of Mrs. Gertrude Cornish Milliken '01, from her home, from Dr. and Mrs. Robert Cserr '59.

Small watercolor by Effie Reed Scott from Mr. and Mrs. Chester Way.

57 photographs of art objects and 11 photographs of varying sizes from Mr. and Mrs. William Botzow.

OTHER:

Used lawn mower from Mr. Gordon B. Bridges, Jr. for the golf course.

For a basic grant for library materials under Title II, Part A, of the Higher Education Act of 1965 from the Department of Health Education and Welfare	$	2,500.00
For the Division of the Humanities from Meadowhill Fund, Inc., Mr. Morton Rosenthal		2,500.00
As a College Discretionary Fund from two contributors; $1,000.00 from E. I. duPont de Nemours and Company, Inc. and $1,000.00 from The Braitmayer Foundation		2,000.00
For the 1971 Middlebury Conference from two contributors; $1,000.00 from New Prospect Foundation and $800.00 from Vermont Council on the Arts		1,800.00
For a video tape machine for the Ski School from Mrs. Anna L. M. Biddle		1,500.00
For three $500.00 grants to be used for various instructional purposes from Shell Companies Foundation, Inc.		1,500.00
For purchase of Tektronix Type 3L5 Spectrum Analyzer unit for the Physics Department from Western Electric Fund		1,125.00
For Middlebury College Radio Station WRMC-FM from two contributors; $500.00 from Mr. and Mrs. Herbert M. Temple, III and $500.00 from Douglas and Jean Burgdorf, Inc.		1,000.00
For the Friends of Art Program from various contributors including $500.00 from A. W. Mellon Educational and Charitable Trust		830.00
As a Vermont Libraries Grant assisting teletype operations for 1970-71 from the State of Vermont		675.00
For the College Choir Spring Trip from various contributors		655.00
For 1971-72 as an Inter-Library Cooperation Grant from the State of Vermont		550.00
As a grant under Project SEED from the American Chemical Society		500.00
For book acquisitions for the library from The Sears-Roebuck Foundation		500.00
For books for the Saudi Arabian Seminar Room from Mr. and Mrs. Harry R. Snyder		500.00
Toward a scuba program for undergraduates from Mr. Richard W. Colman		500.00
For 1970 CA Emergency Grant from the American Chemical Society		475.00
Representing payment applicable to Justin Ricker Fund #2		252.60
For the Foreign Student Scholarship Fund from one contributor		125.00
For the College Golf Course from two contributors		115.00
For the purchase of items for the library in the field of Judaics from one contributor		100.00
For the Bread Loaf Campus Tennis Court from one contributor		20.00
For the Geography Department from two contributors		20.00
	$	758,663.37

Loan Funds:

For the National Defense Student Loan Program from the Department of Health Education and Welfare	$	41,698.00

Endowment and Other Nonexpendable Funds:

As an addition to the Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship from Sarah Frances Hutchinson Cowles Fund, Inc.	$	300,000.00
As an addition to the Given Foundation Faculty Library Fund from The Irene Heinz Given and John LaPorte Given Foundation, Inc.	$	100,000.00
As an addition to the William S. and Elsie Youngman Fund from Mr. William S. Youngman		44,800.00
As an addition to the Sam P. Davis '21 Fund from Mr. Sam P. Davis '21		12,000.00
As an addition to the Constance Barker Diss Student Aid Fund from the Estate of Constance Barker Diss '00		10,985.25
As an addition to the Ted Lang, Jr. Memorial Scholarship Fund from Mr. Fred P. Lang '17		10,000.00
As an addition to the Marguerite Rogers '18 Scholarship Fund from the Estate of Marguerite Rogers '18		8,642.91
For the Alumni Endowment:		
For the Andrew C. Marchbank '65 Memorial	$5,099.37	
To establish the Raymond L. Whitney '35 Memorial	870.00	
To establish the Donald W. Salisbury '16 Memorial	500.00	
To establish the Dorothy Weil Friend '49 Memorial	300.00	
To establish the Hugh O. Thayer '12 Memorial	260.00	
To establish the Gertrude Brodie Wray '11 Memorial	190.00	
For the Roy H. Walch '13 Memorial	150.00	
To establish the Eugene Barnes Akley '34 Memorial	101.45	
For the M. Smith Webb '18 Memorial	100.00	
For the William W. Chalmers '13 Memorial	50.00	
For the Katherine Ball Everitt '17 Memorial	50.00	
For the Moses G. Hubbard '13 Memorial	50.00	
For the Class of 1948 Memorial	12.50	
For the Byron E. Barmas, Jr. '56 Memorial	10.00	
For the John D. Dinkel '27 Memorial	5.00	
		$ 7,748.32
For the Bread Loaf School of English Endowment Fund from various contributors including an anonymous gift of $2,000.00, and $1,112.31 from Mr. and Mrs. Fritz Wiessner		6,882.31
To establish the Louise Plaisted Fund #4 subject to reservation of life income, from Miss Louise Plaisted		5,056.25
For the Albert Henry Wiggin Memorial Scholarship from three contributors including $5,000.00 from Albert H. and Jessie D. Wiggin Foundation		5,055.00
To establish the Professor Allen M. Cline Fund as a bequest under the will of Marshall B. Cline '41		5,000.00
To establish the Justin Ricker Fund #12 subject to reservation of life income, from Justin M. Ricker '06		4,000.00
For the James I. Armstrong Fund from Mr. Henry L. Hillman		3,077.11
For the John Hamilton Fulton Memorial Book Fund, an anonymous gift		2,000.00
For the Bread Loaf Writers' Conference Endowment Fund from various contributors		1,565.00

Ruth Greeley Barnes
Helen M. Bosworth
Helen M. Carrigan
*Philip H. Condit
Vera Arnold Drury
*Philip W. Ferguson
Frederick L. Fish
Harriet Myers Fish
*Lloyd B. Gale
*Russell E. Hemphill
Mary E. Holmes
*Mildred H. Jones
Franklin P. Kellom, Jr.
*Katherine Hobbs Lamere
Mabel Mead Linden
*Alvin R. Metcalfe
*Anna Fisher Metcalfe
Louise D. Nelson
Alban J. Parker
*Charles S. Randall
*Frank R. Schwarzwaelder
*Marjorie Lee Selden
Ethel Gorton Storm
*Leon H. A. Weaver
Charles Wright
In memory of
Alban J. Parker
Donald W. Salisbury

1917

*Harold E. Adams
Clara P. Barnum
*Mary N. Bowles
Florence W. Buxton
Isabelle Carrigan
*Harold M. Davis
*Randall D. Esten
*George L. Everitt
*Gladys M. Frost
Huldah Thomas Gale
*Louesa Bullis Godfrey
*George W. Grant
*Carl S. Kuebler
*Madalene Foster Lancaster
*Fred P. Lang
*C. Ridgely Lee, Jr.
*Miriam Cutler Mauritzen
Robert R. Mundy
Alice Harriman Parker
C. H. Paulsen
*Sue Smith Pearson
*Wenona L. Shattuck
*William Slade, Jr.
W. Phillips Thorp, Jr.
*Helen Simms Vaughn
In memory of
Katherine Ball Everitt
Helen Cussons Grant
Harold E. Hollister
Arthur M. Ottman

1918

Faith Walker Axtell
*Dorothy Brewster Barton
*William R. Brewster
*Marie L. Champagne
*Henry H. Chapman
Margaret Chatfield
*Guy N. Christian
Burton R. Clement
*Clarissa I. Cooledge
*Roscoe E. E. Dake
Harold F. Drew
*Alice Fuller Drury
*Marion G. Elmer
*Britton A. Everitt
*Walbridge B. Fullington
Kenneth M. Gorham
*Frank S. Gredler
*Channing H. Greene
*Katherine Hurd Harris
*Margaret Harris Harrison
*Dorothy Brown Heath
*Ruth Hesselgrave
*Bessie C. Jennings
*Charles J. Lyon
*R. Louise Norris Mears
Elsie Monteith
Carl H. Moulton
*Raymond C. Mudge
*Helen Sibley Paulsen
*Louise H. Reynolds
Leslie M. Shedd
*Marguerite Jones Slayton
Doris Kendall Strout
F. Carl Whitney
In memory of
M. Smith Webb
Stanley V. Wright

1919

*Leon M. Adkins
Wallace C. Bascom
*Alice Tomlinson Belden
Louetta Haynes Bickford
*Dorothy Nash Brailey
*Ruth E. Cann
*Barbara Russell Duggan
Harold D. Ellsworth
Mildred Cady Esten
Laura M. Fales
Leland Fanning
Sylvia Pastene Foote
*Hazel Grover
*Franklin A. Hebard
*Helen Stilphen Hungerford
*Harry E. Jenne
*Elinor Roberts King
Marion Clifford Mason
*Anna Novak Merrill
*Eleanor Layton Miesse
Helen V. Paine
*Ethel F. Putnam
Mabel Hoyt Stewart
Elizabeth Johnson Trefry
Mary Jennings Winchester

1920

*Ruby Bruffee Austin
*Mary E. Bliss
Rita L. Bole
*Emily Millard Brackett
*Ruth Cambridge Brinckerhoff
*Frederick H. Carpenter
Catherine M. Carrigan
*John K. Cheesman
Samuel Cohen
Hollis R. Cooley
*Alan W. Furber
Samuel T. Gaines
George E. Hill
*Ethel Wells Hislop
*Gladys N. Holland
*Fannie Lincoln Howell
*Alice Corttis Johnson
*Joseph P. Kasper
*Joan Begiebing Klenck
*Elsa Holmstrom Kroeck
*D. Philip Locklin
*A. Gordon Miesse
*Clesson W. Parker
Ralph E. Sincerbox
Edith Best Smith
*Marion Mullings Smith
*Gertrude Graves Studer
Raymond C. Willey

1921

*Ruth A. Aldrich
Florence Langley Austin
*George W. Barnes
*Dorothy D. Bliss
*Gertrude M. Bryant
James H. Burckes
Esther I. Carlson
Lillian Deans Carlson
Francis P. Carrigan
William R. Cohen
Ronald J. Darby
Sam P. Davis
Edith Cowles Emerson
*James R. Geddes
*Frank W. Gorthey
*Arthur T. Harding
*Carleta Ottman Haugh
*Charles J. Haugh
*W. Eddy Heath
Helen M. Hogan
*Lucy Stearns Jenkins
George R. Julian
Angeline Simpson Kinne
*Linwood B. Law
Maurice F. Lee
Mrs. William Meacham
Dwight L. Moody
*Raymond S. Noonan
*Elizabeth D. Novak
Lawrence J. Pierce
*Janet M. Taylor
Grace Kingsley Undorf
*Robert P. Valentine
Dorothea Whitney
*Ruth Ashworth Wright
In memory of
William M. Meacham
George T. Whitmore

1922

*I. Murray Adams
Marion Willey Aylward
*John M. Bachulus
*Fanny Barnes
Kathryn Finnegan Beauregard
*Karl A. Brautigam
Robert H. Brokenshire
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J. Louis Donnelly
*Albert F. Gollnick
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*Amy E. Goodell
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*Merton D. LaFountain
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*Anne Littlefield Locklin
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*Margaret Jenkins Marsden
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Doris Pinney Russell
*John C. Saur
*Elsie S. Scott
Margaret Billings Shepard
*Hadley G. Spear
*Alice St. Pierre Sundin
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Harriet Scott Tyler
*Leighton T. Wade
*Robert H. Whitney
*Durward S. Yates

1923

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*Helen Abel Brown
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Chester R. Corsen
*Beulah Scott Cross
*DeVaux deLancey
*Alfred A. Draper
*Dorothy Newton Eisenhart
Vie Sylvia Dole Elberth
*James B. Emory
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*Rutherford J. Gettens
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*Frank P. J. Shea
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*Eliza Hart Kehoe
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*Marcus F. Gorham
Carl D. Grupe
*Clara Engel Hallett
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Helen Harriman Kopke
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*Jessie M. Graves
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Abigail Harriman
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1929

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Florence Griffith James
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*Nathalie Lewis Brink
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Elizabeth Currier Buck
*Mary F. R. T. Bump
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*Margaret Brown Houston
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*Martha Baldwin Thompson
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Payson R. Webber
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Dorothy Tillapaugh Headley
Dorothy Saltmarsh Hillman
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Robert E. Parry
Margaret Peck
*Norman H. Polhemus
F. Beacom Rich
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*John Rogalski
Alice P. Sargent
*Max M. Savitt
Helen Dunz Schmeichel
*Esther M. Spooner
*Percy T. Whitney
*D. Janette Woolsey
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Donald D. Fredrickson
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*Richard S. Allen
Mildred Williams Bacon
*Elizabeth Kelley Beck
*Roland A. Bennett
Bernice Clark Bogue
Maxwell L. Brenton
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*John E. Connelly, Jr.
*Juanita Pritchard Cook
Lilah R. Cushman
*George B. Dodd
Harold W. R. Downey
Reginald W. Eastman
E. Milton Egan
*Margaret Forbes
*Harry J. Frank
Katherine Abel Frasier
Elizabeth Howard Gordon
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*James C. McLeod
*John P. McNeil
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*E. Carleton Moore
*Dorothy Simonds Palmer
*J. Newton Perrin
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William H. Purdy
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*Robert L. Rice, Jr.
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*Stewart W. Rowe
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Roger W. Scott
*Lester O. Stewart
Miriam Colby Sunderland
*Walter H. Thompson
*George A. Thomson
Mabel T. Thornley
Franklin W. Towne
*Edward S. Twitchell
*John E. Van Hoven
Wilfred E. Walcott

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*Anna Lewis Bliss
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*Rachel L. Spear
*Helen Ellsworth Stewart
Miriam Deedman Swede
Martha Gordon Symonds
Lou Thompson Walker
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*Pauline Cross Whitney
Willard Whitney
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John S. Dinkel

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*Helen M. Bailey
*Zenas L. Bliss
Dorothy Brackett Bradley
Abbott C. Carney
*Malcolm R. Cary
*Roger P. Cleveland
*Miriam Sweet Coombs
*Gertrude Parsons Crehan
Anna Belisle Daley
*Helen Bradley DeNoyon

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*Hyatt Waggoner
*Louise Feather Waggoner
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Vera Brooks Warner
Esther Johnson Whiting
*Virginia Easler Wilson
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Margery Hanchett Woodside
*William Yasinski
*Jean Wiley Zwickel
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*Louise Hutchinson
Alice Dewey Jupp
Jane Masterson Korbas
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Barbara Binkerd Monahan
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Marion Cole Morhouse
Marion Hook Nyberg
Elizabeth Rivenburgh Opdyke
Mary Jane Kevan Pickens
*Norman A. Pierce
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George B. Robbins
*Katherine Chaffee Robinson
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*Ruth Schaeffer Sawyer
Rebekah Winslow Sears
Hamilton Shea
*Elizabeth Tarney Sikoski
Janice Orton Spallholz
Dorothy Symonds Spendlove
*Charles H. Startup
Malcolm M. Swett
Irene Bonnett Webb
Elizabeth Laws Westin
G. Wilbur Westin
*Virginia Phillips Whitney
Elizabeth Lawton Wilhelm
*Virginia Rich Woodman
*Charles A. Young, II
Annette Chapman Zenker

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Jean Douglas Andrew
Helen Kuechel Bailey
Isabel Ingham Baumgartner
Marcus W. Berman
Lewis E. Bernardini
Joy Rahr Berno
Edgar P. Berry
Nancy Blanchard Britton
*Walter E. Brooker
*Phillip G. Brown
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Lois Bestor Craig
William G. Craig
*Doris K. Cutting
*John F. Darrow
*Margaret Scherholz Delfausse
Gertrude E. Dole
Eleanor Milligan Dormont
*Margherita Cosenza Dowse
Catherine Branch Frasure
*Marjorie Bulkeley Garwood
Nathaniel C. Groby
Marion Perkins Hackett
Charles H. Hamlin
Harriet Spaulding Harrington
Harry B. Harris, Jr.
*Parmelee C. Hill
*Randall W. Hoffmann
Susan Hathaway Hopper
Elizabeth Knox Hunt
*Doris Heald Kendall
Ruth Furness Lombardy
John F. Lonergan
Richard A. Lucas
*Margaret Dow Ludington
Kenneth W. MacFadyen
John A. Macomber
Maxine Joslyn McClurg
Robert G. McDermott
Jessamine Hale Mensing
Mildred L. Moore
*Marion Wishart Packard
Constance Gooch Perry
*Ralph W. Pickard
Grayce Cookson Pierpont
*Frank Piskor
*Doris Ryan Pitcher
*Wendell H. Powers
Ruby Reeve Priapi
Erma Wright Ricard
*Sophie Safin
*Charles H. Sawyer
*Dorothea Mathison Scott
*Helen Whittle Scott
*Natalie Rogers Scott
Marshall Sewell, Jr.
*Charlotte Colburn Shea
Henry F. Spinney
J. Barbara Weaver Street
Charles G. Talbott, Jr.
*Ruth Schneider Upson
*Edwin A. Vassar
*Jean Porter Vassar
Sidney P. White
Muriel Voter Williams
Janet Gray Willis
Arthur E. Wilson
Eileen Whitney Wilson

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Jane Abbott Barry
Allison S. Beebe
Arne Bulkeley Beltz
Raymond F. Brainard, Jr.
*Rebecca Abbott Brooks
Paul G. Buskey
Marjory Arnold Cady
*Florence Overton Camp
Frederick DeF. Camp
*Nelson M. Camp
Helene Cosenza Chase
Shirley Haven Clark
Janet Randall Cook
*Edith Dubois Countryman
*Ruth Duffield Couperus
Edward D. Cummings
Jean Hoadley Dudley
*Arthur D. Gilbert
Ethel Brainerd Groves
*Paul B. Guarnaccia
Margaret Leslie Hall
Jane Liddle Heath
Emory A. Hebard
Cecil C. Holstrom
Emily Barclay Jackson
*Nelson C. Keables
Jack C. Keir
*Katherine Allen Leslie
Margaret Lawrence Lind
*E. Sherburne Lovell
Kenneth G. MacLeod
Elizabeth MacCulloch Mattox
Marion Hewes McKenney
Hervey W. Mead
*Evelyn Adriance Miles
*Graham S. Newell
Charles W. Pattison
Annette Tuthill Pfaff
Ruth Sheldon Pratt
C. Albert Pritchard
*Betty Sharley Reid
Albert J. Riccio
*Alfred L. Riccio
*Henry M. Richardson
*Richard C. Rose
*Robert A. Rowe
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*Richard C. Soule
Helen Kelley Stafford
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Bruce St. John
Eugene Streim
Elizabeth Gates Tuttle
Donald Westin
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Ruth Lewis Williams
Dorothy Dunbar Wilson
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Phyllis Dow Witt
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Robert Boehm
Katherine Whittier Kennedy

1939

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Harriett Barnes Ball
*Edith Egbert Bennett
*Elinor Wieland Cain
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*Helen Brewer Chadwick

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*Albert M. Saldutti
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Henrietta Olsen Smith
Harold S. Sniffen
Gerald E. Thayer
Mary Evans Thornhill
Mary Stolte Toomey
John N. Tweedy
*Carl B. Webster
N. Wendell Weeks
*Marion Simmons Wenham
*Irene Tarbell Wheeler
Ruth Morrison Wilcox
Fred B. Williams, Jr.
Frederic H. Wooster
*Ward S. Yunker

1932

*Carl O. Anderson
Raymond B. Ashdown
*Elizabeth Merriam Austin
Jean Coulter Backman
*Charles P. Bailey
Elsa Smith Beardsley
Alberta Potter Brennen
*Robert F. Burrowes
Charlotte Carpenter
George H. Chase
*Eleanor Benjamin Clemens
Anna Coleman Collins
Frances Gale Dulac
*George F. Emery
*John R. Falby
Avis Collins Fleischer
Elizabeth Lee Goulding
*Evelyn Clement Green
Jane E. Griswold
*Theodore B. Hadley
Elizabeth Brown Hearne
Josephine Walker Hoecke
*William E. Horr
A. Reamer Kline
Louise Brayton Kline
Belle Ingalls Leighton
*Edward W. Markowski
Evelyn Benjamin Megathlin
Thomas D. Miner
Harold C. Monroe
*Marion Jones Munford
*Christine Jones Owen
Marian Willcox Patterson
Ruth Humphrey Perkins
*Henry B. Platt
*Nancy Moores Poltrack
*Howard L. Potter
*Rachel Farrar Potter
Ella Congdon Purple
*Alice Cady Russell
Evelyn Remick Russell
Annie Fuller Saunders
J. Boynton Scott
Barbara Landis See
*Judy Haley Seymour
*Edward A. Sheldon
A. Kirkland Sloper
Cleone Ford Smith
Emily W. Smith
Josephine Saunders Taggart
Georgiana Hulett Taylor
Gray N. Taylor
*Eugene H. Thiele
*Charles E. Thrasher
Marian Singiser VanSantvoord
Elsie Waterman Waldron
Elizabeth Cornell Weeks
Eveline Vinton Wells
*Catherine Carrick Whitcombe
Margaret Clewley Williams
*Appleton C. Woodward

1933

Richard L. Allen
*Ruth McKinnon Allen
*Rachel Booth Bookstaver
*Anthony G. L. Brackett
*Frederick W. Brink
*Dorothy A. Britnell
*M. Boyd Brown
*Miriam Barber Brown
*Arthur D. Brundidge
*Frederick B. Bryant
*Fenwick N. Buffum
*Rollin T. Campbell
Helen Easton Carpenter
Philip L. Carpenter
Dorothy Cornwall Cheney
*Chester H. Clemens
*Clark H. Corliss
Frances Davis Crane
Dorothy Bossert Crosby
Ross G. Cunningham
Faith Kellogg Dailey
Marian Ball Davidson
Mary Omwake Dearborn
Dorothy Wheaton Fallon
Joan Rowland Glassburn
*Amy Niles Glazier
*Lyle E. Glazier
Melvin H. Glazier
*Elizabeth Chase Greisen
Margaret Eaton Guilmette
*Bertha McKenzie Hammer
Alice L. Heald
Rachel Heald
*Edwin J. Hendrie
Altha Hall Holbrook
*Marion E. Holmes
*Ruth Nodding Hopkins
Reginald K. House
Ralph N. Huse
*A. Gordon Ide
Herbert C. John
Marjorie Haynes Lacher
Arnold P. Lewis
Frances L. Mullans
*Elizabeth A. Nesbitt
Ruth Sheldon Norris
Barbara Butterfield Noyes
*Dorothy Kennedy O'Gara
*George B. Owen
*Hewitt E. Page
*H. Alan Painter
*Rollin E. Pratt
Marietta Keegan Randall
Ansom V. Ransom
*Richard D. Roberts
Harriet Douglas Seelye
Douglas F. Short
George T. Siipola
Marie Ernst Sloper
Peter R. Sorensen
Graydon H. Spragg
Julia Sitterly Stair
*Elaine Updyke
Virginia Whittier Warthin
*William S. Weier
*Eloise Barnard Wells
*Allyn B. White
Ralph C. Whitney
Virginia Kent Wicks
*George E. Yeomans
In memory of
Ruth McMenemy Holmes

1934

*Toivo R. Aalto
*Rosemary Faris Baer
Louis M. Baumgartner
*Winifred W. Bland
*Emmy Lou Nothnagle Brown
Edward A. Bugbee
Wallace M. Cady
*Robert Cushing
Frederick F. DeBold
Ralph H. Dumas
*Clare Walker Earl
*Marion Day Ellison
*A. Victor Erkkila
*G. Randolph Erskine
*James A. Fechheimer
*James B. Fish, Jr.
*Elizabeth French
Priscilla Bowerman Gentile
*Marion P. Goodale
Marion Bugbee Grover
Alice Parsons Harris
Edward W. Hearne, Jr.
*Charles A. Hickcox
*Curtiss B. Hickcox
*Mary Hall Howes
Douglas E. Howie
Eugene Hoyt
*J. Wilbert Hutton
*Ruth Hanchett Hutton
*Douglas L. Jocelyn
Virginia Chamberland John
*Carolyn Stafford Langdon
Dorothy Gifford Madden
*Dorothy A. Major
A. E. Manell
*Jeanette Stone Matteson
*William G. Matteson, Jr.
Clifford F. McLure
Ruth McQueston
Norman F. Megathlin
Raymond B. Mercier
*Howard M. Munford
Elizabeth Fernalld Nelson
Thomas R. Noonan
Ruth Selleck Peereboom
*Stanley V. Peterson
*Andrew W. Reid
*Eleanor Orde Reid
John A. Reilly
Edward C. Roller
Harlow Russell
*Matilda Romeo Salamone
Vincent F. Sargent
Leon W. Sears
Thais deTransehe Skinker
William Stull
Floyd L. Taylor
Kendall P. Thomas
*Margaret Smith Thrasher
*Anna Tuthill White
*Russell H. White
*Dorothy Wunner Woodward
In memory of
Eugene Barnes Akley

1935

Ruth Damerell Ahler
*Mary G. Ballard
*Grace E. Bates
*Carroll L. Beers
John H. Blake
James S. Brock
Alice Cooke Brown
Donald S. Brown
Francis H. Cady
*Doris Anderson Carlson
Raymond T. Coe
*David O. Collins
Elizabeth Coley Congdon
*Dorothea de Chiara Coote
*Grace Harris Corbin
Anthony J. Costaldo
*Richard W. Cushing
*Faith Arnold Diver
*Elliott H. Dorgan
*Natalie H. Dunsmoor
*Henry T. Emmons
John C. Fallon
*Avis E. Fischer
Roberta Bourne Glick
*Elizabeth Halpin
Marjorie McCann Hayne
*Miriam Smith Hickcox
*Burton C. Holmes
Leland O. Hunt
*Frank S. Janas
*Dorothy Gray Jocelyn
*Rosamond Allen Keppler
Doris Tucker Kniskern
*Matthew J. Korwin
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*Philip H. Mathewson

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*Anthony Wishinski
*A. Wilson Wood
*Edward H. Yeomans
Helen Hooley Young
John A. Young

1943

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*William G. Allen
*Barbara Counsell Atwood
*Elliot A. Baines
Ralph G. Barclay
*Beatrice M. Barrett
*Elizabeth Brigham Barrett
Janet Hooker Bishop
Peter N. Bohn, Jr.
*Robert S. Bristol
John H. Brown
Muriel Clifford Buikema
*Mildred Carson Byers
*Carolyn Cole Byington
*Robert M. Byington
Doris Wolff Chamberlain
*James G. Clark
Jean Foard Colton
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*Dorothy Forsythe Dale
Margaret Dounce Dale
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*M. Scott Eakeley
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Helen Rotch Ferguson
Donald I. Gale
*Frances Head Gale
*John S. Gale
Albert P. Hadley
Elaine Herron Hadley
Margaret Dunham Hickson
*Helen Bouck Hildebrandt
Lois Groben Johnson
*Ruth M. Kelly
Amanda Sanborn Krieble
*Frederick W. Lapham, Jr.
Mary Hickcox Lecko
June Archibald Lent
*Virginia Clemens Lowman
*William E. Lutz
Margaret Ferry Morris
*Barbara Johnson Nickless
S. Peter Nikitas
Constance Linde Olinder
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*Denise Aubuchon Ouellette
*Edward T. Peach
Gloria Merritt Piersall
Patricia Rogers Prukop
*William J. Purcell
*Nelson M. Roberts
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Elizabeth Hanzsche Schuyler
Mary Rixford Selchow
*Jean Jordan Sheild
Evelyn Young Shepard
*Kathryn Sempepos Silliman
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*Carol Hartman Smith
Peggy Bowles Smith
Dorothy Stewart Stein
Robert E. Sturges
*Scott D. Thayer
Nancy Cowgill Thode
Gertrude Lacey Thornton
Alice Landis Tonry
Philip D. Towsley
Ruth Vedder Truax
*Page S. Ufford, Jr.
*Martha Newton Van Gaasbeck
Betty Attenhofer Van Valkenburg
Harold G. Walch
Carolyn Stanwood Whiting
Webster K. Whiting
Barbara Higham Winner
*Martin S. Wittlin
*Robert T. Wood
*Virginia Wynn Wood
F. Stanton Zollner

1944

Louise Cosenza Aldrich
Jean Bell Andrews
Marylu Graham Atkins
Neil P. Atkins
*Helen C. Bailey
*Charles F. Baird
*Rose C. Baruzzi
Edith Lee Beckwith
Charles R. Bobertz
Alfred G. Boissevain
Georgianna Hartdegen Booth
Phyllis Rutan Boucher
Elizabeth Broadbent Brown
*Patricia Noe Bursaw
*Mabel H. Buttolph
*John B. Cadwell
Dorothy Ayers Caswell
*Dorothy Brown Clark
Irene Ruthenberg Conner
Dorothy Cleary Cooke
*Grace Wickenden Cranker
*Paul E. Crocker
*Robert P. Darrow
Paul Davis
*Horace J. De Podwin
Ferd B. Ensinger
Lewis G. Ensinger
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*Jean S. Hebert
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*Diana Lurvey Higgins
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Shirley West Johnson
Helen Beardslee Johnstone
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Richard S. Kinsey
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Barbara Seberry
Mary-Louise Koehler Shaw
Helen De Rosa Slack
Kathryn Guernsey Smith
David T. Stagg
David T. Stebbins
Dorothy Schroeder Sterling
*Ingrid Monk Stevenson
*William S. Stevenson
Elizabeth N. Thompson
*Raymond B. Tierney
Ruth F. Waldmann
Thirza Benedict Wales

1945

*Barbara P. Abel
Elizabeth Allen Ackerson
Marian Bailey Allen
Evelyn Lester Armstrong
Will J. Bangs
Jane Teague Barton
Nancy Rogers Belknap
Hedvig Hogg Boissevain
*Frank D. Bosworth
Margery Johnston Bours
Elizabeth Lockey Breining
*Jessie Woodwell Bush
*Toba Gertz Buxbaum
Maria Caggia
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*Marilyn Knust Calder
*Thomas W. Caldroney
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Dorothea Robinson Foster
*Paul H. Gale
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Roderick P. Grant
*Mabry Eastman Gray
Marjorie Harwood Greer
*Carolyn Jackson Grube
Marjorie Watson Haller
Norman W. Hassinger
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*Priscilla Hodges Heald
*Charlotte P. Hickcox
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Elam M. Hitchner, Jr.
Mary Hatcher Hruby
Lydia M. Huber
*Paula Knight Jeffries
Elizabeth B. Jones
Robert H. Kasper
Martha Jeanne Conklin Kays
*Arthur J. Kelley, Jr.
*Frederick C. Kelly
Carol Chamberlayne Kimball
*Elizabeth Evans King
*Janet Townsend Kinsey
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M. Jean Dunn Nagle
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*David S. Palmstrom
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*Marianne Monroe Glazier
Jeanette Olson Gould
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*Thor B. Gustafson
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*Bertha Waite Markland
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*Dorothy Harris Ramsey
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Robert E. Reynolds
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*Ruth Coleman Skinner
Evelyn Wheeler Stagg
*Carol Flascher Stiles
Roger S. Thompson
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Margaret Ray Trask
*Cora May Farrier Wade
Frederic A. Wheeler
Dorothy Drown Wintersteen
In memory of
Dorothy Watson Smith

1940

Norman R. Atwood
*Betsy Barber Barney
*Lois Whittier Batten
*Kathleen L. Brokaw
*Barbara-Ann Carrick Brooker
*Elizabeth A. Bucher
Janet L. Buehn
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James A. Cornwall
*George R. Davis
*Marjorie Gooch Davis
Elaine Nickerson Derick
Dorothy Dimm
Edith Finlay Donahue
L. Elizabeth Dorchester
*Priscilla Bateson Eldredge
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Margaret Jones Emerson
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Laura Fenn Fuller
*Barbara Plumer Galligan
*Janet M. Gilbert
Mary Lupton Goodale
*David T. Goodell
*J. Halford Gordon
Robert H. Grant
Beverly Barton Hall
*Talbot F. Hamlin
*Jean Sweeny Hancock
*Louise Gove Hawkins
Elizabeth Cook Hedrick
Betty Forman Hummel
Frances Cornwall Hutner
James M. Judd
*Ray H. Kiely
*Senatro LaBella
Edward J. Langey
George F. Lewin
Barbara Peek Loftin
Ellen Rhodes McCarthy
*W. Granville Meader
*Elizabeth Carpenter Metcalf
Wayne M. Nelson
J. Arnold North
*H. Gaither Norton
*Edward F. Ormsby
*Elizabeth Miller Palen
*Mary Hull Perham
Robert F. Pickard
Albert Profy
Alma Pierce Richards
*Page Grosenbaugh Rowe
Claire Chapin Sages
Asa Shiverick, Jr.
James C. Smith, II
Alice Atwood Spaulding
*Phoebe Wyman St. John
Charles F. Straight
*Marjorie Burditt Striker
*Lois Gillette Thorkilsen
*Audrey Hargreaves Timberlake

1941

John L. Albert
Margery K. Barkdull
Charles H. Bartlett
Doris Wolff Bartlett
*Barbara Baruzzi
Deborah Mayo Beattie
Kenneth R. Beckwith
*Mildred Becker Bennett
*Thomas H. Bennett
*George A. Berry, III
*Harriet Hull Boland
Barbara Mower Brown
*Helen West Burbank
Robert N. Burnes
*William J. Bursaw, Jr.
James H. Cassedy
William A. T. Cassedy, III
*Dorothy Belperche Chambers
Donald E. Chapman
*George M. Clark, Jr.
*Denise Peloquin Coenen
Albert W. Coffrin
John D. Connor
Wilton W. Covey
*Elsa Norgaard Cullen
*Paul G. Cushman
*Janice Eldredge Day
Robert L. deVeer
*Allen A. Dodge
*Caroline Butts Dodge
*Ruth Carpenter Donnell
Elinor Wiesing Dziobek
*Lois Dale Eddy
Jean Emmons
*Edith Ladd Evans
*William Ferguson, III
Robert G. Gale
Merritt F. Garland, Jr.
Margaret Waller Glazier
Dorothy Smith Goldsborough
*Mary Ruby Goodell
*Barbara Grow Grim
Evelyn Parent Hagel
*Allison Sanford Hamlin
David A. Hammond
*Shirley Metcalfe Handforth
Howard L. Hasbrouck
John H. Hicks
*Helen Rothery Higbee
Margaret Montgomery Higgins
*Ellen Currie Hill
John F. Hogan
Elaine Wadlund House
Sumner J. House
Elizabeth Wolfington Hubbard
M. Gilbert Hubbard, III
*Albert R. Hutton
*Virginia Brooks Hutton
Lester W. Ingalls
Frances Clough Johnson
John C. Johnson
Robert L. Johnson
*Charles W. Jones
*Ruth Packard Jones
*Walter E. Jones, Jr.
*Virginia Vaughn Ketchum
*Barbara Turkington Kirk
*Edward A. Kister
*Geraldine Mosher Kister
*Janet Lang Krumm
Ralph W. Latham, Jr.
Barbara Warren Loftus
Edward R. Loftus
Elizabeth Stratton Loomis
*Mary Nelson Loud
Jeanne Pearson Malcolm
John C. Malcolm, Jr.
*William R. Markland
*L. Daniel Martin
Robert A. Martin
Patricia McDonald
Audrey Wouters Meader
*Edith Grimm Miller
Blair Chase Ohaus
*Geraldine Lynch Palmer
Katharine Oldham Parker
*Elizabeth Bradt Parsons
Barbara Babcock Pfeil
*J. Russell Potter
Pegram Williams Rhodes
*Doris Lathrop Riggs
*Alice Hastings Ross
Jane Skillman Sara
Ruth Hardy Scheidecker
*Mildred Potter Tesar
Sidney H. Thomas
Margaret Wiley Thomson
Frances Jane Hayden Trask
John C. Trask, Jr.
H. Robert Van Gaasbeck
John W. VanTuyl
*Charlotte Gilbert Verdery
Barbara Wood Verlik
*Barbara A. Wells
Mary Kiely White
*Margaret Whittlesey
Doris Wickware
Vernon M. Wright

1942

William Andrews
Roger S. Arnold
John F. Bates
Nancy Rindfusz Bates
Charles S. Beach
Lois Schneider Beach
Frank D. Blizard, Jr.
Elma W. Boyer
Robert W. Bredenberg
*Elisabeth E. Brown
Robert W. Bund
*Charles M. Clapper
*Ruth Taylor Clapper
*John L. Comstock
*Carl E. Congdon, Jr.
*Joan Calley Cooper
Adelaide Barrett Corson
Richard C. Davis
Martha Godard Dean
*Lois Grimm Dustin
Hope Barton Fitzpatrick
*Harriet Tillinghast Fuller
William L. Hennefrund
Louise Sargent Jenks
Gardner H. Johnson
Stanwood F. Johnson
Jane Giblin Langey
Phillip W. Lees
*Mary Eimer Leinbach
Barbara York Linscott
*Patricia Kane MacFadden
Lois Grandy Makulec
Shirley Minkler Marks
Carter W. Mott
*Dean S. Northrop
Leonore W. Pockman
John S. Prukop

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*Camille Buzby Lamont
Ruth Wimmer Leggett
Jessie Caswell Linderoth
*Evan B. Littlefield
*Sarah Peck Littlefield
*Thomas L. Lyall
Barbara Harvan Mack
Richard E. MacNeill
*Barbara Morss Marshall
Robert H. Mason
Donald B. McGuire, Jr.
Nancy Weale McGuire
Addison H. Merrick
*Jean Allan Miller
*Ann Bushnell Mills
*Shirley Syrett Morris
Jeanne L. Morton
Katherine Rapp Nathan
George C. Newcomb
*Bartley B. Nourse
Jackson B. Parker
Daniel J. Petrizzi
Helen Bray Powell
*Nancy Richardson Powell
*R. Duke Powell, Jr.
*Eleanor Barker Prescott
*Audrey Horsch Prouty
*Katherine Spaulding Ragone
*Barbara Roemer Ready
*Juliet Carrington Reed
*Norma Reinicker Reilly
*Jean E. Robbins
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Alice Elting Samuels
Henry C. Schneiker
*Seabury T. Short, Jr.
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Jean Webster Skoien
David E. Smith
Janet Rice Smith
Irmgard Nierhaus Stebbins
Donald B. Stillman
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*Corinne Nagle Strianese
*Patricia Martin Struglia
*Barbara Hemenway Stuhring
Louise Planck Terry
Doris Maurer Thompson
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*Sue Cook Turnbull
*Carolyn Kanen Tynan
Marcia Jordan Walker
*Else Theisen Waller
Stewart Washburn
Lawrence M. Washington
*Jane D. Whamer
Barbara Shaw Wick
*Charles R. Wilcox
*Glenna Seely Wilcox
*Frank S. Williamson, Jr.
Richard C. Wolff

In memory of
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Milon Cluff
Robert C. Coursey
Allanah McInnis Ferrari
Doris Jones Hird
Richard P. Hollister
Elaine Phillippi Hyde
Olive A. Johnson
Edward A. Kruger, Jr.
Kathryn Sowles Smith
Leslie L. Van Dine
Janet Reed Whitman

1949

Leon M. Adkins, Jr.
Mary Hemeon Adkins
Joan Keller Alden
Mary Ashworth Anderson
*Constance Johnson Arrigo
*Jane D. Baker
*Richard E. Barnett
*Donald Bates
Virginia Dunn Beach
Katherine Beers
Henry Bloch, Jr.
*Irene Ulmer Boublik
*Robert G. Boucher
John F. Bours
Herbert J. Broner
Constantine M. Broutsas
Robert D. Brown
*Barbara Knapp Bull
Peter J. Cass
*Douglas G. Christie
Elaine Jennings Clarkson
John W. Clarkson, Jr.
*Frank C. Colcord, Jr.
*Beatrice Oetjen Cone
*Virginia Anthony Cooper
Harriet Miller Correll
Paul V. Costello
*James E. Coursey
*Priscilla Noyes Crosson
Janet C. Curry
Betty Dean Custer
Jean Aberle Dietz
*Merilyn Lodge Emerich
*Ada Fankhauser Erickson
Alan E. Erickson
*Catherine Grusauski Fagan
Peter Fagg
Jean Caldwell Ferrell
Donald Filan
Donald E. Fowler
*Ruth Durland Fyfe
Phyllis Brown Gavaghan
*Jean Retallick Gouert
*William T. Gouert
*Dorcas Neal Gracey
David W. Grant
*Leon B. Groisser
Sue Hill Gustafson
*Patricia Allen Guthrie
*Barbara McGuire Hanzas
Lorena Laing Hart
*Lorraine Bean Hayes
Daniel T. Hedden
Richard W. Hill
*Ruth Grotz Hoegberg
Richard C. Hoffmann
Philip W. Hoffmire
Philip G. Hull
Gene Edgar Irons
Charles A. James
*Richard S. Johnson
*Norman E. Joslin
Edwin M. Kania
*Ruth Davis Kaufman
Lois A. Kemp
*Lesley Cunniff Ketzel
*Helen Kline Kingsolver
Elizabeth Chappell Klischer
John Larson
R. William Larson
*Constance Kelly Law
*Duncan K. Law
*Ernest A. Lawson
Walter H. Lillyman, Jr.
James H. MacCornack
*Richard H. MacNamara
Dorothy Britton Mauk
Crandall Melvin, Jr.
Elaine Arrington Miller
Patricia Schryver Mills
*Marjorie I. Mullen
*Edward W. Mulligan, Jr.
Keith S. Muntz
Nancy Becker Murphy
*June Smith Mylin
*Margery Johnson Norton
*Doris Queren Oddsen
*Gordon C. Perine
Yvonne Mase Pierce
*W. Kyle Prescott
Margaret Drysdale Price
*Pauline Wilkins Proctor
Charles P. Puksta
A. Lois Quirk Racz
*Karl G. Reed
Olaf D. Remmler
William J. Rice
*Harold Richardson
Eugene W. Robinson
Felix G. Rohatyn
*Walter T. Savage
*Barbara Girard Scali
*Edwina Woodman Schuler
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John W. Secord
Cornelia Higley Seidel
Mary Seacord Shahan
Robert H. Shahan
*Mildred Clarke Sharp
*Robert J. Simpson, Jr.
*Lawrence M. Smith
*Rachel Stryker Smith
Cleone Jones Sporborg
Walter Staloff
*Winifred Anthony Stearns
Merton H. Stevens
*Marilyn Crawford Stoke
Jean Holmberg Sutherland
Ellen Taussig
*David E. Thompson
Elizabeth Van Splinter Thomson
Robert E. Trimmer
*Frances Miner Turner
*David Washburn
*G. Richard Westin
*Barbara Myers White
Robert P. Whittier
*Mary Cole Williamson
Lura Williams Wood
*Spencer Wright

In memory of
Dorothy Weil Friend
Phoebe Kasper Wallach

1950

John D. Allen
*John F. Allen
*Marjorie Hayden Atkins
Donald H. Baker
Jane Murdoch Baker
Robert F. Barna
Norman R. Bates
*Joan Ritter Beebe
Don A. Belden
*Peter C. Benedict
Robert S. Bennitt
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*George A. Boublik
Barbara McLaren Boucher
Margaret Stearns Burdett
Albert T. Butterfield
Kendall P. Carlson
*Hope Redington Chapin
*Barbara Scanlon Claussen
*Robert E. Cleary
*Virginia Ringo Cleary
Bernard Cohen
Kenneth M. Coleburn, Jr.
John V. Corbisiero
Ross C. Cowan
Albert G. Craz, Jr.
*Curtis Cushman
*Rufus P. Cushman, III
David Dale
Thomas M. Divoll
Allan R. Dragone
*George R. Dunning, Jr.
*Homer B. Ellis, Jr.
Margaret Donnelly Ellis
*George F. Ellison
Corwin S. Elwell
Frances Bostelman Elwell
*Debora Nye Eppler
June Andersen Erickson
*Roland T. Erickson
*Lawrence R. Eustis
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*Stephanie B. Griffin
*Bruce B. Guillan
Thomas F. Halpin
Sidney L. Hamolsky
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** consecutive donor for four years or since graduation*

Allan E. Robertson
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Ruth Collins Shikes
Nancy Duffie Shuster
Shirley Miller Stearns
*Joanne Peabody Stewart
Walter S. Swift
Alice Southworth Twible
Raymond E. Walch
Barbara Boyden Wetherbee
*Robin D. Willits

1946

Marian Fisher Ales
Edward C. Andrews, Jr.
Leila Taylor Baggett
Ruth Black Beck
Anne Adams Beetle
Barbara Townsend Brown
D. Ross Brown
Vava Stafford Brown
*Alice L. Bull
*Helen Parker Bunker
*Wallace F. Buttrick
Cornelia Smith Carpenter
Barbara Snow Cassedy
*Elizabeth Moulton Clark
*Elizabeth Cone
Frances Tenney Coombs
Edward Cooperstein
Katherine M. Craven
*Louise Chianciola Crone
Charles L. Cutting, Jr.
Adele Potteiger Edgerton
Alyce Gurzeler Ensinger
Joyce Mickey Erdman
Phyllis Hewson Evans
*Barbara Flink Ewels
Natalie Fox Fox
Faith Weber Frase
Betty Donelan Gilmore
Marie Scudder Goff
*Marjorie Wight Hall
Sheila Schmidt Hamilton
Joyce Hitchcock Hardy
*Barbara Busing Harris
Jane Burritt Hayden
*Mary Selleck Hellekjaer
Jane Strayer Hess
Joanne Davis Hohmeister
*Carol Becker Hutchinson
Mary Caswell Ingalls
*Violet Schnyder Jarrell
Jeanne Picard Johnson
Eileen Luz Johnston
Marguerite Romer Jones
*Margaret Hood Kennedy
Gloria Antolini Keyser
*Barbara J. Kingsley
Marion Roberts Klaisz
Joy Redfield Kluess
Priscilla Clisham Kydd
Alice Thorn Laquer
*Ann Argyle Lerew
Barbara Rupp Lister
Judith Lyon Lyon
*Jane Drury MacLeod
Esther Walsh MacNeill
Pamela Lowe Maloney
Marilyn Arey McGeehan
Jean Crawford McKee
*Mary Nasmith Means
*E. Ann Curry Munier
Hazel Godfrey Murphy
*Jean Smith Murphy
June Brogger Noble
Mary Cummings Nordstrom
Elizabeth T. Paul
*Janet Shaw Percival
*William C. Percival
John M. Perry
Jane Ringlund Pippin
Katherine Rowley Purinton
Helen Riggs Rice
*Jean Luckhardt Robbins
Valeta Cutting Robinson
Barbara Meyer Rodney
*Joan Smith Rovegno
*Bette Bertschinger Saul
*Jean Schwab Schork
Gladys Swift Seibert
Lois Brigham Selnau
Joan Campbell Shaw
Helene Jacober Siegel
*Nancy Rathgeb Smith
Nancy Peel Speers
Janet Kasper Taylor
Mary Albertson Thom
Lorraine Manchester Thomas
*Marjory Harrison Tiger
Phyllis Faber Warren
G. Walter Webb
Jane Billings Webb
*Ruth Riley Wendell
Lucinda Darby Westmoreland
*Julia Honeywell Wright

1947

M. Jeannette Atkins
*Lulubel Newton Bates
Jean Davis Battey
*Marjory Nelson Bench
Gilbert W. Boerner
*George H. Booth
*Joanne Buckeridge Booth
Rosemary Roddy Brainard
*Barbara Verdicchio Britten
*Marilyn R. Bruhn
Eric O. Bunzel
*Valerie Williams Burkig
Jean Mace Burnell
*Helen Swan Cawood
*Willard W. Chase
Daniel M. Colyer
Mildred Young Condon
Mary Corcoran
Alice Ashley Costello
Virginia Lee Costello
Betty Pickles Cox
Thomas F. Cruess
Margaret MacCormick deForest
Mary Belcher Dello-Russo
*Janet Rogers Enzmann
Adrienne Northam Fluckiger
James R. Fluckiger
Phyllis Hackley Foote
Elizabeth Hornaday Fry
Martha Harvey Gassan
Donald Y. Gilmore
*Carolyn Leach Gorman
Jean Gunther
Mortimer F. Harman, Jr.
George E. Hartz, Jr.
Delphine Marden Hedden
*Dorothy Lindemann Horn
*Virginia Stowell James
Burton King
*Suzanne Gard Knox
*Barbara Bates Lauterwasser
Johnstone R. Law
*Audrey Jewell Lenk
Jean Taggart Lindblad
Robert J. Lusena
Lloyd B. Marshall
*Alice Leach Marxreiter
Gordon E. Mathews
*Donald T. Means
Charles T. Meilleur
Jane Burrows Meilleur
Floralie King Millsaps
*Jacqueline Simon Moore
Frances Swain Moretti
*Betty Virtue Mozes
*Shirley Woodward Myers
*Elizabeth MacGill Needy
*Helen Clark Nourse
*Barbara J. Parker
Charles J. Parker
E. Sue Carr Pauli
Arthur D. Pepin
Ernestine Rolls Pepin
*Alice Neef Perine
*Laura-Lee Hopkins Pike
*Doris Vaughn Pomeroy
Helen Wachs Priemer
Jacqueline Ord Priestly
Eunice Goodfellow Ratnaike
Jacqueline Shumaker Reinhardt
*Mary Gray Rosenfeld
*Alfred J. Rulfo
*Ray Sacher
Druzilla Williams Schoch
Joan Seidenman Shapiro
Alexander J. Smith, Jr.
*Catherine Van Aken Smith
*Charlotte Whitney Smith
Alice De Lorenzo Stanbury
*Ellen Chalmers Steen
Marion Durkee Stillman
*Jane Valentine Talbert
Anita Strassel Tiemann
*Shirley Ayres Tilden
*Robert L. Walker
*Charlotte Davis Wilson

1948

Janet Small Adams
Ruth Caldroney Allen
*Virginia Knudsen Allen
*Robert N. Andersen
*Murray Aronowitz
Nancy Cheesman Baetzhold
James J. Beach, Jr.
Roger L. Beach
Phyllis Berdolt Benson
Jeannette Winans Bertles
Jacklyn Toussaint Blancke
Barbara Vehling Bowles
Benjamin F. Bradley, Jr.
Julia Friend Bradley
*Ann Tisdale Buettner
*Arthur C. Buettner
*Sally Finley Burton
Helen Thwaits Buttel
Ronald W. Butterfield
Charles A. Butts, Jr.
Miriam Wade Butts
John F. Carter
Richard H. Caswell
*Patricia Malone Churchill
*Milon Cluff
*Selma Weiss Coons
*Helen Hicks Coulter
*Elaine Pankopf Cummings
John M. Dineen
*Catherine Handy Engelmann
*Niels H. Fischer
*Joseph C. Fitzgerald
John H. Fitzpatrick
*Francis P. Foster
*Virginia Ciuffreda Foster
Shirley Davidson Fowler
Joseph F. Fox, Jr.
*Allan L. Frew
*Judith Little Frew
*Robert A. Fuller
Arthur L. Goodrich
*Lilah Horn Groisser
E. Donald Gustafson
Jean Huey Gustafson
*Bert R. Haas
Natalie Richmond Hamlin
*Jane Drummond Hanlon
Edith Titus Harman
Verna Palmer Harvey
Joan Sherman Hicks
*Edwin C. Hubbard
Rowena Brown Huber
Wade A. Huber
Mary Lee Huff
*Ann Myers Hughes
*Donald B. Hyde, Jr.
*Edith Williams Johnson
*Thomas M. Johnson
William R. Johnson
Irene Waller Jones
Robert K. Jones
*Josephine Kraupner Jorgensen
Shirley Root Kasper
*Anne Grimshaw Kempers
Ann Walthal Kittredge

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Ann McAdow Jenkins
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Frederick D. Larsen
*Jacqueline Willaredt Lelong
Paul R. Lincoln
Judith Hudders Lovegren
Joan Taylor MacHatton
Richard N. MacNair
John R. Mann, Jr.
Robert S. Martin
*Louise Erb Mayr
*Edward F. McAleer
Betty Bates McCord
*Charlotte Olsen McIntyre
A. Marilyn McMillen
Godfrey Morgan, III
*Marion Thomann Mortimer
*Duane A. Mutti
*Kenneth A. Nourse
Martha Turner Ogden
David A. Page
*John A. Pagenstecher
Carol Holmes Phillips
Janet Bogart Phinney
*Polly Norton Polstein
Phyllis Mortimer Porter
Marian Olds Precht
Ronald P. Prinn
Ruth Eldridge Race
Richard H. Ragle
Alice Hildreth Rand
Nancy Thomsen Rand
George C. Rapp
Donald E. Rowe
*D. Jacqueline Kay Schlosser
*deBenneville Seeley, Jr.
Richard G. Smith
Suzanne Clark Smith
Dorothy Smith Spillers
*Barrie Storrs
William F. Stotz, Jr.
Barbara Becker Taylor
John L. Taylor
Mary Lou Thayer
*Phebe Ann Prescott Thurston
*Ruth Shonyo Trask
*William F. Trask
Sally Baldwin Utiger
Jack E. Varney
Jean Vaughan Varney
Barbara Cummiskey Villet
Towar Wade
Knight H. Washburn
R. Douglas Wayman
Douglas P. Webb
*Margaret Lewis West
John M. White
Haven Whiteside
*Nathaniel H. Whiteside
Carol Cadmus Whittemore
Richard D. Whittinghill
King R. Woodward
Paula Loughran Zahniser
In memory of
William A. Coy

1953

*Martha Ladd Allee
Lyman Allen
*Clark Alvord, II
*Anita Bland Andreason
*Robert L. Arel
Norman E. Armour
Jean Overhysser Arneberg
Walter E. Arps, Jr.
Alton H. Bassett
Robert E. Becker
*Rhoda Zimand Bernstein
Alexander Bing, III
*Patricia Quinby Blauvelt
*Constance Forsythe Bleecker
*Patricia Cavanaugh Boss
Ann Austin Brackett
William S. Brackett, Jr.
*Dorothy Kingsley Brown
*Richard L. Brown, Jr.
William J. Cahill
*Mary Gamble Callanan
John H. Carney
Norma Loesch Carney
Peter B. Cascio
Nancy Aulisi Catena
Lucia Thwaits Church
*Carol Jennings Clemens
*David H. Clemens
Barbara Holme Conroe
Iona Shumaker Cosgrove
Millard C. Davis
Charlotte Mangelsdorf Doty
C. Wesley Dunn, Jr.
Barbara Whitney Elliott
*Giles C. Fenn
Constance Lewis Fenton
James W. Ferris
Carroll H. Fleming, Jr.
Marilyn Mackie Frankenbach
Lincoln M. Furber
Mary Weeks Goodwin
Verne J. Goodwin
*Clementine Wininger Gregory
Celia Bolte Griese
John W. Griese, Jr.
Elizabeth Cushman Gumbart
Janet Bradley Harris
*James M. Havens
*John S. Hawkins
*Edward S. Hickcox, Jr.
John T. Hoyt, Jr.
Paul G. Hudson
Irene Widen Imbrogno
*Charles E. Jennings
*Sue Valentine Jennings
Nancy Little Kamstra
Robert C. Kelly
*Nana Dean Kennedy
Alan R. Kimbell
Margaret Williamson Kinnard
Frederick D. Klee
Carolyn Kildare Kramer
Alberta I. Kreh
*Bernard A. Kupilik
Margaret Schlumpf Lambert
Douglas S. Langdon
*Davis M. Lapham
*Janet Nutt Lembke
Mary Wright Lohman
Persis Luke Loveys
Bruce R. MacKay
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Patricia Brown McClearn
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Irving L. Morris, Jr.
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*Marjorie McCallum Smith
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Louise Limbach Spangler
Caroline Schindler Strout
Sara Dulles Taylor
*Susan Taylor
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Gardner S. Tilton
Ann Whiteley Tracy
Elizabeth Strong Van Curan
*John J. Vogel, Jr.
Richard F. Wagner, Jr.
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*George C. West
Jane Weitzel White
Sandra Sheffield Wiese
Ann Findley Wohl
Richard C. Worthington
*Anne Coleman Zehner
In memory of
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1954

*Marion Thompson Adams
Carolyn Whitmore Baldwin
*Thomas W. Beers
*Judith Brown Beeten
Cynthia Feindel Berresse
*Robert M. Black
*Richard L. Bourbeau
Russell C. Briggs
Barbara Baker Bruns
Rembert W. Burbank
*Monica Dorr Burdeshaw
Norman B. Burger
Marguerite Brown Campbell
*Anne Davis Carnahan
William S. Carpenter
*Jane Coffin
Roger S. Colton
*Peter H. Cooney
Eleanor Chapin Cousins
Clive M. Coutts
Mary Moreau Cowan
*Wayne B. Daniels
*Parmelia Willard De Winter
John J. Doria
*Martin J. Durkin
Michael C. W. Eggar
*Richard W. Esten
Ann Heath Fay
Charles B. Fay
*Marian Spaulding Ffield
Jane Ann Cole Field
*William F. Fletcher, III
*Donald D. Fredrickson, Jr.
*Joan Sleppin Freeman
Nancy Stevens Fuller
Warren D. Fuller
*Elinor Osborn Gartner
D. Beatrice Reynolds Gilmore
Robert W. Gleason
Marcia Kraft Goin
Spiro C. Gokas
Phillip J. Grogin
Carol Anderson Gwatkin
Edward T. Hager
Douglas O. Hanau
Dorothy Kimball Hart
Virginia Buys Hartwell
Margaret Cooper Heald
Barbara Nielson Heath
Barbara Barrett Heekin
Nadine Axinn Heyman
*Julie Heilborn Horne
*James H. Hunt
William S. Joyce
*Lois Wanstall Kaufmann
Foster Kay
*Priscilla Kelley
Jean C. Kern, Jr.
Juliette Camden Kinghan
*Ronald F. Kingsley
E. Joan Folsom Lamon
Harold R. Leidholdt, Jr.
Karl A. Limbach
Lois Robinson Limbach
Ernest H. Lorch
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Van Court Lucas, Jr.
Cecily Mattocks Marshall
*Timothy C. Mason
Richard H. McCoy

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T. William Hentz
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*Robert C. Hope
*Marilyn Marvin Hubbard
Emily McLaughlin Hunter
John G. Irons, Jr.
Robert C. Jackson
Eleanor Flett Kingsland
John R. Lane
Bard Lindemann
*James B. Luke
*Priscilla Wood MacLean
Doris Gould Malaspina
Anne Meyer Marshall
*Helen Highley Matel
*Francis P. McNamee
*G. Valerie Field McNamee
C. Irving Meeker
Katherine Pell Meeker
*Virginia Hardy Moser
*Charles C. Mutti
*Andrew I. Namm
*Fred F. Neuberger
*James R. Nugent
Edward A. O'Neill
Barbara Kraft Packer
*Jean Blanchard Parsons
David L. Peet
Bruce Penniman
Andrew G. Pepin
Nancy Warman Pihlcrantz
William E. Pihlcrantz
*Philip W. Porter
William H. Price
Margaret Gordon Raines
*Natalie T. Richards
Thomas D. Richardson
Joan Sanderson Rickers
Roberts M. Roemer
Richard J. Shea
*Kenneth J. Simendinger
Paul A. Skudder
William Slade, III
Lura Hallett Smith
*Peter Spatz
Anthony Sporborg
*Barbara Wesselmann Stark
William L. Stearns, Jr.
William A. Stumpf
*Michael Tanes
*T. Philson Turnbull
Virginia Worley Valpey
Cyrus B. Whitney
*Dexter C. Whittinghill, Jr.
*Robert J. Wilson
*Edwin M. Works, Jr.
*Charles R. Wright
Leigh R. Wright
*Patricia Wulp
Anna Sherwood Young
*Donald S. Zaumseil

1951

*Paul R. Andrews
Joan Allen Armour
Helen Guernsey Bates
James S. Beck
Joan MacKlaier Birkett
*Renton Bond
*Lynne Rask Bowman
*Robert Bowman
Polly Upson Brown
Bruce E. Burdett
*Scott H. Buzby
*Barbara Lukens Calkins
*Kenneth R. Carle
Ruth Harris Carlson
William N. Castor
Donald W. Christiansen
Patricia Ray Christiansen
*Jane Hyde Christopher
*Paul E. Cochrane
Carolyn Sackett Coleburn
*Anne Drysdale Connington
Walter A. Connors
Edward J. Coppinger
Rupert A. Covey
*John R. Cran
Mary Krum Dale
Richard M. Davis
Robert C. Delaney
Phyllis Cole Deming
William A. R. Deming, Jr.
Robert M. Dibble
Eleanore Hoepli Didriksen
Laura Fortescue Doyle
R. Peter Drennan
*Dorothy Gilligan Eide
*Lois Behrman Eig
Gretchen Storer Evans
*Martha Jane O'Brien Fenn
*Marshall Figgatt
*Sallie Iliff Figgatt
Wendell F. Forbes
*Louis J. Francisco, Jr.
Raymond A. Gadaire
Giulio Ghiron
*Helen Reid Gilmore
*John J. Gilmore, Jr.
*Homer L. Gowing
Anne Monzert Greenleaf
*Margaret Curry Gregg
Robert Grocott
John E. Guetens, Jr.
John L. Hamilton
Edward R. Harris, Jr.
Charlotte Clark Hay
*Mary Hench Henty
*Cristina Schweiker Herrlich
Edward W. Higgins, Jr.
Jean Maintain Higgins
Jo Overlock Hoffmire
Corolyn Johnson Hudson
Myron M. Hunt
Alexander S. Iannone
Louis F. Imbrogno
*Willard T. Jackson
Barbara Penn Johnson
Eleanor Flandreau Josset
*Jeanne Flauss Keiter
Eleanor Stutz Kirlin
*James W. Kitchell
Ildara Elmore Klee
Elizabeth Scott Lane
Marilyn Werner Larson
Thomas W. Leavitt
Harold J. Leclair, Jr.
*Donald C. Lelong
Marianne Folke Lincoln
*Ralph A. Loveys
Percy A. Mack, Jr.
*Donald H. MacLean
*Lois Schawaroch Mansfield
Alexander G. Marshall, Jr.
Gretchen Reger Mason
Lelia Webster McArthur
Marilyn Murphy McInerney
Mary Sellman McIntosh
*J. Donald Mochi
*Jane Yates Mochi
*Carol Osborn Moger
Ellen Hight Morris
John E. Mulcahy
Neil F. Myers
Chester Nightingale
*Sidney Nordenschild, Jr.
Paul E. Okarski
James G. O'Neil
Fletcher Van G. Parker
Robert F. Patterson, Jr.
*Joan C. Pratt
Barbara Pike Prinn
Kenneth J. Provoncha
*Bruce E. Puckett
Margaret Packard Ramsay
Anthony R. Romano
Gordon S. Ross
*James D. Ross
*Jacob B. Shammash
*Donald W. Sherburne
Marjorie Mering Sherman
Paul O. Smith
Virginia O. Snively
*William A. Sommers
*E. Lee Taylor
Stephen A. Terry
*Anne Moreau Thomas
*H. Seely Thomas, Jr.
Henry W. Thomas, Jr.
David P. Thomson
Guido V. Tine
William J. Tracy
Richard J. Troy
C. Philip Wallwork, Jr.
*Charlotte Kastenbein Wendel
Caroline C. Wheeler
*Elizabeth Jones White
William Y. Whittemore
*Norma Horsford Whittinghill
John R. Whitton, Jr.
Elizabeth Gale Woods

1952

*Mary-Louise McLeod Aagaard
Raymond A. Ablondi
Dorothy Deyerberg Ajemian
Marcia McIntire Allen
*Mary Lee McGowan Allison
Carol Brautigam Andrews
Nancy Watters Bagg
Stephen E. Baker
*William H. Barber
*Jeanne Rice Bazemore
Kennetha McKinley Bedford
Robert R. Bishop, Jr.
B. Paul Bock
*Roberta Rey Bond
*Thomas E. Boss
Nancy Harrison Bove
*John D. Bowker
Barbara N. Brailey
Carol Whitham Brewster
Robert S. Bruns, III
Martha Peck Burgess
Clark B. Burrows
Barbara Eckman Butzer
Clayton C. Butzer
*Cynthia Campbell Byrne
Jeanne Parker Cahill
George D. Cheney
Lynn Pahner Christie
*Frank E. Churchill
*Lawrence B. Cline
*M. Jane Rupp Cooke
Lorna Bowlby Cowell
*Ruth Perry Cran
Suzanne Goyne Crowell
Walter A. Crowell
Lucia Howard Cushman
*Sam P. Davis, Jr.
*Henry A. Draghi
Jonna Mauritzen Durden
*Jeanne M. Duvall
Richard A. Eddy
Elizabeth Pierce Edson
*Donald B. Elwell
Paul D. Faris
Barbara Chaney Ferguson
Jean Hosford Fleming
Priscilla Norman Forschler
*Mary Halsted Francoeur
Lucile Lee Frisbee
Florence Wells Frisbie
*Earl H. Gale, Jr.
*Richard B. Gordon
Amelia Rogers Guise
Alan M. Gussow
Robert W. Gyzander
*Roger H. Handy
Mary Roberts Hardesty
Charles E. Harris
David L. Hemphill
*Sara A. Holcomb
William H. Howard
William R. Huey, Jr.
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*Martha Belden Jackson

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Robert A. Lawrence
Ronald C. Lawson
Phyllis Kane Lazarus
*Allen Ledyard
Gary C. Lott
Joy Thompson Lott
Irwin G. Lubin
Jack E. Ludman
Edward P. MacDowell
Sara Beyer MacGowan
Kimball E. Mann
Joseph S. Manson
L. Simon Marchand
Hull P. Maynard, Jr.
*Malcolm E. McCallum
Suzanne Sharpe McClain
*M. Clark McCutcheon
John T. McDermott
Thomas S. McKnight
Shirley A. McMahon
Mary Gaines McMurray
Walter R. Mears
Barbara Esty Meyer
*William J. Meyer
*William W. Meyer
Sally Gerhart Mitchel
Philip H. Montgomery
*Florence Schreier Moore
*Shirley Smith Morefield
*Channing B. Murdock
*Jane Hoge Murdock
*Joanna Strother Nicol
*Ronald D. O'Keefe
Margaret Straus Patierno
*Alma Goetcheus Peacock
*Bruce B. Peterson
*Michael H. Podell
*Barbara Worfolk Porter
*Ronald D. Potier
*Janet Black Powell
Richard E. Powell
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George J. Ratte
*Ellen Child Rice
*R. Hamilton Rice
Theodora Martin Ringer
Thomas C. Roberts
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Adele Parker Rodbell
M. Katherine Leetch Roedel
Carrol Anderson Rogers
*Meredith Parsons Salisbury
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Roald M. Schopp
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*Maureen Craig Seamans
*Janet K. Sharpless
*Deborah A. Shepard
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Diana Shulman
Patricia Mullen Smith
Judith Phinney Stearns
Marcia Hanson Stigum
Peter F. Storms
*Peter H. Strife
*George P. Tasse
*Marita Mower Tasse
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Mona Meyers Wheatley
*Helga Neuse Whitcomb
Diane M. White
Florence Hildreth White
*Robert G. Widen
*Joan Rehe Wilkinson
*Barbara Widnall Williams
Nancy Carboy Woodall
Thomas S. Woolsey
June Higgins Young
*Jane Hallenbeck Zecher
In memory of
Byron E. Bermas, Jr.

1957

*Z. Lee Hall Albern
Stephanie Lewis Albers
Barbara McLaren Amberg
Suzanne Lehman Andrews
Alyce Kelly Auerbach
*William C. Badger
*Elizabeth Mathewson Bailey
D. Ann Eckels Bailie
*Gail Parsell Beckett
Barbara Page Birt
Richard H. Booth
Samuel B. Boynton
*Mary Bushnell Branum
Helen Pagoulatos Brassington
Richard M. Brassington
William C. Breed
Jane Smith Brekke
Richard P. Brengel
*Jane Fraser Broughton
William E. Burgess, Jr.
Robert R. Burington
Julia French Campbell
Robert M. Campbell, Jr.
Charles F. Capper
*Joanne Sargent Cardona
*Richard A. Cardwell
Lawrence M. Casellini
Edward S. Clapp
Robert Clement
John G. Cluett, Jr.
Marcia Smith Copperwhite
David H. Corkran
Margaret Edwards Cronin
Ann Messler Cuddy
Lawrence R. Curtis
*Geraldine Raymond Custer
*Martha J. Davenport
Sheldon Dean, Jr.
Adrienne Littlewood Delaney
*Richard B. Deming
Barbara Zimmerman Dennis
James W. Donahue
Carol Nichols Ellis
Carol Jardine Emptage
Corliss Knapp Engle
Derek R. Evans
Elizabeth Mooney Evans
Catherine Rock Fallon
John M. Faulhaber
Carol Curtis Fieleke
*Barbara Asbury Fisher
*Barbara Lesser Fisher
Mary Pitcher Gabriel
Marion Keith Gale
Jeremy P. Gaylord
Drucilla Cortell Gensler
Jean Forkel Godwin
*Margret Perry Greene
Priscilla Noble Grundy
*Frances R. Hall
Virginia Baker Hansen
*Marion Perkins Harris
Florence Everest Harrison
Allen D. Hawthorne
T. Townsend Hoen
A. Lee Johnson Howell
Peter S. Howell
Sandra Nelson Humphrey
*Norman W. Ingham
Harry L. Johnson, III
Ida Mae Johnson
Sabra Harwood Johnson
Mary Ullmann Kruse
Theodore J. Lehner
*Leonard R. Lewandoski
H. Jane Ross Ludington
Eleanor Maier MacDowell
*Merrill J. Mack
Hugh W. Marlow
*Suzanne Babbidge McLaughlin
William J. McMurray
Patricia Kane Melton
Anne H. Menten
*Waldo H. Merriam
*Edwin K. Merrill, Jr.
Barbara Davey Merwin
*John B. Middleton, Jr.
*Kenneth W. Moore, Jr.
Martha Johnson Moore
Maxine Vought Nichols
Robert B. Nichols, Jr.
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Harry M. Oram
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Ann F. Painter
*Charles C. Palmer
*Patricia Judah Palmer
Barbara Ransom Payne
Holly Goodhue Porter
*Kathleen Platt Potier
Gregory M. Power
*Rosario M. Rausa
Peter C. Read
*Pamela Clark Reilly
*Wayne G. Reilly
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*Helen Cothran Richmond
*Henry B. Roberts
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Tania Bayard Rolph
Donald R. Sanders
Natalie Bagnardi Schneider
*L. Diana Carlisle Schwerdtle
*M. Ann Boyer Scriggins
*Jon H. Shirley
*Richard L. Simon, Jr.
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Margaret Houck Smith
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Margaret Zornow Thomas
Elizabeth Hauck Thumann
Virginia Wedemann Timmerman
*David K. Tuttle, Jr.
Diana Austin Varlay
James E. Wagner
Diane Draper Walker
Judith Clement Ware
*Gretchen Heide Warner
Elinor Lane Warren
*Michael E. Werman
Sara Holmes Wilson
*Robert W. Witte
Ralph B. Woodbury
Lois Guernsey Woolsey

1958

Jules J. Auger
Edward M. Bancker, Jr.
Joel B. Barlow
Robert J. Batal
David E. Bates
M. Jane Leavitt Bedell
*Elizabeth Conti Bellavance
*John B. Benfield
Erik O. Bennorth
Peter J. Bonner
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Nancy Wilson Rule
Thomas C. Ryan
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Phyllis Keezer Simmons
*Peter L. Simonson
*Carey T. Smith
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Maureen Kane Steinecke
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*Richard A. Stoehr
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Karol Baldwin Teiko
Gwynne Butters Troy
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Jane Potter Van Duser
Josephine Eaton Wagner
*Benjamin H. Walcott
R. Kenneth Webster, Jr.
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*Susan Lackey Willoughby
William L. Wollenberg, Jr.
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Anne Bumstead Zabriskie
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Frank Nordenschild

1955

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*Phyllis I. Armstrong
*Ellis B. Baker
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*Helju Kivimae Batchelder
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*Alice Dickerman Brew
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John M. Briggs
*Gordon L. Brown
*Judith Berry Brown
*Bruce K. Byers
*Suzanne Heyer Byers
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Rosina Chapin Cheney
Judith Zecher Colton
*Elizabeth Leonard Cooney
*David J. Corey
Garland G. Corey
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Leroy G. Craig, Jr.
*Walter G. Crump, III
John E. Dalrymple
*Malcolm Davidson
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*Brooks G. Dodd
*Anne Towle Dolbashian
Jean Eyles Dolben
Russell G. Downie
Bruce Flournoy Duncan
Catharine Sexton Eckhof
*Nancy Carpenter Ellis
Lois Matthews Engleman
*Jason H. Eveleth
*Janice Netland Fenner
John N. Field
*James D. Fitzgerald
Carol Clark Forell
Joanne Kittell Gallagher
Robert M. Gallagher
Kathleen Stebbins Gamble
Willard S. Gamble
Marcelino Garcia
*Sidney Brock Gates
*Julia MacGregor Gillette
Mary Loveless Goetz
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*Alan B. Gould
William L. Gray
Walter A. Griffin, Jr.
Gerald M. Gross
*Maureen Smiley Gross
*William H. Gussman
Carole Rice Hanau
Charles A. Hart, Jr.
Sally Foss Haskell
Kathe Quarck Henry
*Harold P. Higgins
Seward T. Highley
John E. Hill
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Sylvia Farmer Hultkrans
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Jamieson D. Kennedy
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*Marjorie Darling Taylor
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Priscilla Smart Weck
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Mary King Wollmar
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1956

Helen Starr Ackerman
Darlene Nelson Alonzo
*Mary Hamilton Anderson
Sherry Anderson
*Cyrus P. Anfindsen
Nancy Clemens Arnaout
Sylvia Cosman Bailey
*H. Gardiner Barnum
*Donald B. Batchelder
Dianne Rowe Beecher
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C. Richard Catlin
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*Sara Thomson Clark
Margot Talmage Cliff
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Virginia M. Collins
*Jane Penney Cowles
Kate Patch Crawford
A. Norman Crowder, III
*Joan Newmarker Crum
Rosemary Knapton Currie
Clarence E. Curtis, III
Rosamond Mueller Dauer
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Gail Knight Derick
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Burton E. Emory
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Tomas G. Feininger
Elizabeth Curit Gosselin
Susan Glover Gracey
*Gail Moore Graham
*Linda Donk Gray
*Vernon C. Gray
Nancy Marvin Hall
John A. Hammond
Denny Dolan Henkel
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*Peter H. Watson
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In memory of
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1960

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Paula R. Hartz
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Phyllis Farrington Howard
*Laurence T. Howell
Russell L. Hoyt
Samuel C. Hoyt
Christl Guthe Hutt
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1961

*Gary W. Ardison
Mrs. William Badgley
Samuel J. Berman
*Carolyn Cooper Bird
Rosamond Stanton Bishop
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Sandra Anderson Bolton
Kathleen Cleary Bonner
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*David B. Brown
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Alice Fort Dorshow
Sarah Dougan
Gail Munson Elliott
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Valerie Killoch Feron
Sue Fisher
*Susan Brooks Franklin
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Linda Ryman Frinsko
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Gale Lorenzen Hardie
Marion Benz Harrison
Carol Hardy Hawthorne
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Lyndia Smith Lamson
Lewis M. Layman
*Emily Andrews Leeds
Gerald Lenz
Nancy Dwyer Lenz
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Susan Webb Porter
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*Velma F. Rice
*Dorothy Rogers Riegel
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Peter Van Vlaanderen
Maria C. Viteri
Frederic D. Ward
David A. Willis
Mary Bachman Wright
Carol Treiber Young
Deborah West Zipf

1959

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Ingrid Neuse Ambrus
John P. Arnold
Arnold C. Bailey
Kay Shook Balabon
James L. Ballard
*Anne Goebel Barkman
*L. Bruce Barkman
Carol-Ann Machristy Barlow
Irene Yeomans Batal
*Judith Webster Bauer
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Dean K. Beyer
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Paul E. Bonner
Gayl Maxwell Braisted
Sue Wallace Bright
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Gayla Harper Buccino
Marjory Sparre Burke
Harriet Falls Burnett
Philip R. Buzzell
Norda D. Carlson
Sally Sprague Carr
Cynthia June Chase
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R. David Collin
Richard K. Conrad
Barry J. Croland
Helen Fitzgerald Cserr
*Patricia Sherlock Davidson
Barbara Hart Decker
Constance Crabbe Dehlendorf
*Elizabeth Butterfield Denison
Cynthia Crehore Dewyk
Ransom H. Duncan
Stephen E. Enroth
*Millicent Fairhurst
*Carol Davis Farnham
John M. Fay
Paul Fitzgerald
Donald N. Flemming
Edward D. Fowler
Robert H. Fries
Richard R. Gariepy
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Roxann MacDonough Giddings
I. Cosimo Giuffrida
Gerald M. Golkin
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*Robert J. Hansen
*Susan Chapman Hansen
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Marylou Moore Haupt
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*Jeffrey A. Heebner
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*Eleanor Bliss Heurtley
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*Richard A. Hofmann
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Harry G. Hsiang
William W. Hussey
*Barbara Freeman Irving
*George B. Jay
Jane Adwin Johnson
Kathleen Bush Jones
Robert A. Jones
Barbara Simpson Jordan
Michael H. Karin
James M. Kater
Byron H. Koh
*Paul S. Koumrian
*Richard D. Krasker
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*Nancy Smoller LeFloch
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W. Dudley Livingston, Jr.
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Arthur P. Loeb
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E. Lester McDowell
Shirley Manchester McDowell
F. Anne Weston McGowan
James D. McGowan
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Gail Spooner Meeson
William E. Miller
*Carol Sippel Monsees
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Barbara Mitchell Murray
David F. Murray
John J. Nanasi
Thomas R. Nutting
Richard L. Opdyke
*Lewis A. Parker
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C. Richard Polzello
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*David C. Pritchard
*Harriette Moseley Purdy
Maria A. Quiroga
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*Robert W. Ray
*John L. Raymond
*Mary Hinsman Raymond
*Carl H. Reich
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Doris Brassington Rich
John P. Rich
Joel E. L. Roberts
Virginia Aretz Roberts
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Harriet Badger Rockwell
Ailene Kane Rogers
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William P. Ryan
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Stanlee Lonsdale Schaffer

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Denise Newell Henderson
*Anita Treiber Himsworth
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*David C. Howell
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*Samuel B. Johnson
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*Brian S. Kheel
M. Peter Kullberg
Stephen B. Leonard
*Garner Lestage
Arnold G. Levinson
*K. Prescott Low
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Laurinda Shepardson Manthorne
Ann Wadsworth Martin
Mary Robson McBride
*Louis E. McGraw
*John W. McHenry, Jr.
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*Wendy Millar McLaughlin
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*Thomas M. Mettee
*Jane Corcoran Micati
*William A. Muros
*Sara McPherson Myles
Hope Tillman Nagy
Donna Souter Nunez
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Ann Shumann Pellegrino
Vera Maggia Plummer
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Ralph H. Saltus
*Neil B. Savage
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*Joel B. Skodnick
Barbara Brown Starkey
William K. Starkey
Craig W. Stewart
*Sabin C. Streeter
*Suzanne Hahn Svendsen
Joseph B. Swartz
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*Anne Halligan Turner
Emmett M. Van Buskirk
*W. Davis Van Winkle
F. Albert Weaver
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Madeline Hartman Wiley
*Stephen G. Wilkerson
Neil M. Winston
James E. Woods
Robert K. Wright
Daniel E. Zeman

1964

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Peter J. Hawley
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Timothy Y. Hayward
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C. Woodbridge Hickcox
Merrily Robinson Holland
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*Barbara Bailey Hollister
*Thomas A. Hollister
David R. Holmes
*Jane Bowditch Holtz
*Priscilla Witt Hood
Carol Clegg Hosking
Gregory K. Hunt
*Alice Taliak Imbur
Abigail Harding Jackson
*Patience Kenney Jackson
*Thad A. Jackson
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Joan Smith Johnson
Reid Johnson
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Susan Camden Kalat
*Marvin L. Kelley
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*Thomas F. Koch
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*Charles E. Larsen
Eliot Levinson
Roger E. Lewandowski
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James T. McCormack
Dennis J. Meehan
Linda Anderson Meehan
Chester F. Meyer
Michael E. Mone
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*Smith G. Mowry
*Pamela Nottage Mueller
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Lynne Webster Nalchajian
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Christina Engl Orr
*Judith Cooper Parker
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*Lois Phelps
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Edith Carlson Reese
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*Molly Buffum Turlish
Avery Holloway Turner
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*John I. Vecchiolla
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Joanne Pollastro Walen
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*Carol Oliver Wehner
Walter H. Weld
Faith Post Weldon
R. Gordon Werner, Jr.
Phyllis Campbell Winkel
Peter K. Wood
*Catherine Telfair Wright
Martha Beuret Yaney
Donald K. Yeomans
Steven M. Yerow
Carl S. Young
*Robert P. Youngman
In memory of
Richard A. Heine

1965

Jeffrey D. Alderman
William J. Alexander
Judith Whatmore Arnold
Vivian Goldberg Auslander
Anne Knowlton Avery
*Marguerite Dupuis Balaschak
Earl J. Ball
Annamaria Pfeiffer Barnum
Edward K. Bartholomew
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*Stephen G. Beebe
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Susan Sheridan Madigan
Judith Holt Martino
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*Lynn Keebler Miner
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*Hallie MacDonald Stewart
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Judith Knight White
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Ian C. Woolven
Paul R. Wrubel
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Bernard C. Young
In memory of
William N. Badgley

1962

Helen Stone Alcala
*Linda Tanner Ardison
Daniel J. Armet
Peter D. Askin
*David J. Bahn
*Josephine Rhodes Bahn
*Jane MacFarlane Baker
William S. Ballou
*Karen Naess Barenborg
Gail Bonhag Baron
Judith Fawcett Beach
Pamela Schmidt Bess
*Martha Logan Bicknell
*Michael L. Black
*Richard E. Blodgett
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*Cynthia Cooper Bracken
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*Martha C. Buckwalter
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Nancy Gould Clark
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Mary Ann Woodbury Coy
Louise Thorpe Crissman
Leslie Dearborn Cronin
E. Kipp Davis
Noel F. Davis
Barbara Burr Dechet
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*Janet Young Dennis
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*Jeremy Dworkin
*Jeri Harris Dworkin
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John S. Greenman
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*Barbara Chance Hall
*Jacqueline Ross Hansen
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Kathleen McKinley Harris
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Susan Tipton Herriott
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*Stephen R. Holtz
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Spencer M. Jackson
R. Peter Johnson
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Susan Earl Klebl
Michael S. Kulick
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*Ellen Stein Lebauer
David B. Ledlie
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*Robert W. Livingston
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Frederick R. Magnus
Arnold Manthorne
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*Susan McLaughlin McFadd
*Anne Smith McHenry
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Thomas P. Meehan
Marian Matheke Melish
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*Lewis P. Parker
Harvey C. Peterson
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*Hope Brown Pribram
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Adam F. Wechsler
*Grant A. Weier
William A. White
Charles F. Woodard, Jr.
Mary-Sue Stephens Wright
In memory of
Charles Bliss Allen
Edward L. Bond, Jr.

1963

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T. Mark Aldrich
James Alexander, Jr.
Janet Brevoort Allen
John M. Angier
*Patricia Moore Backman
Bruce V. Bailey
*Christopher E. Baker
Paul Barolsky
Katherine Holt Berg
Harlan Cutts Billings
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A. Bayard Russ

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Ford W. Cole
Linda Rebucci Cole
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Anne Daignault
Connie Reynolds Davis
James P. Edwards
Elaine Dunphy Foster
Allison Beinert Girod
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James L. Hanley
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Margaret Wilson Kerr
Roberta Upson Kinney
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*Robert F. Larkin
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H. Skipton Leonard
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Clare B. Tweedy
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*Peter N. Weeks
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Hyla C. Wetherill
Mary Tallafuss Whipple
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Anonymous
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*Barbara McHugh Bethke
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Eric Weiss
Clifford W. Whall, Jr.
Edward W. Whittier
Thomas W. Winstead
Frank P. Wolff, Jr.
Ruthann Carman Wolff
Joseph S. Wood
Susan Blume Zuck

1969

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*Susan C. Bieniek
*Leslie A. Blau
*David R. Brautigam
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*Avery J. Caldwell
*Claiborn M. Carr, III
*Katherine Rouse Carr
*Thomas C. Chamberlin
*Francis E. Chin
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*Alan S. Cort
*Michael D. Crampton
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*Eric S. Kronen
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Martin V. Lavin
Lawrence P. Leahy
*Eve Palenske Lee
Daniel H. Ley
*Francis W. Love
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*Donald A. Lund
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Heidi Winkler Maine
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Susan Edwards Weed
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Wendy V. West
Paul A. Witteman
In memory of
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Dean C. Hale
Janet A. Lockhart

1966

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Freeman C. Allen
Kristina Nilson Allen
Peter S. Allen
William M. Ames
A. Virginia Stone Babcock
Laurence E. Babcock
Douglas D. Ballin, III
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*Preston L. Carter
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Robert S. Corkran
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James S. Davis
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Valerie Somers Demong
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*Sally Sise Donavan
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Judith Vollmer Flanagan
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Shirley A. Frobes
Carolyn Estabrook Frye
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Judith Engle Hishikawa
Leonard N. Hodgman
Edla K. Holm
Joanne Meissner Houston
Gail A. Howrigan
C. Gail Harris Hunter
Allan M. Johnson
Ann Hotchkiss Johnson
Eirik Jorgensen
Carol Gillen June
*Caroline Woodhams Keefe
*Michael K. Keefe
*J. Dudley King, Jr.
*M. Rita Crocitto King
*Louise Pike Leach
*Hilde M. Lehmann
Lucy Emmerich Leitzell
M. Elizabeth Liston Ley
William E. Lievens, II
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Lorraine Barstow Love
*Nancy Cushman Lund
Carlisle F. Lustenberger
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Douglas R. Mackintosh, Jr.
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*Judith Markland
*Cynthia Martin
Mart C. Matthews
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Judith Loetterle McAleer
John M. Mettee
Judith Stern Mettee
Judith Rowe Michaels
William P. Michaels
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Judith Pollard Mijares
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Robert E. O'Connell
Diane Kepple O'Neil
T. Mark O'Reilly
Fay Hauberg Page
Francine Clark Page
Brenda Booth Palumbo
Peter K. Penndorf
Linda A. Ramsay
*Judith Nothnagle Reynolds
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Kathleen Meyers Robinson
Catherine Zawistoski Sampson
Steven N. Schatken
Carolyn H. Sharp
Richard S. Smith
Susan Bunce Stearns
Carole L. Steere
David T. Stonington
Nancy Taylor Stonington
William W. Sumner
*David Y. Terry
*Suzanne Snyder Terry
Sandra Steinglass Townsend
*Peter W. Treska
Paul W. Upson
George G. Voland
Peter C. Wade
George M. Walker
J. Davis Webb
Richard W. Webbe
W. Ward Whipple
*Virginia Backus Willcox
*Laura Melville Williams
Martha Synerholm Wilson
*Barry W. Wolcott

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Mr. Robert J. Hall
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Mrs. Robert Harrison
Mr. John P. Hayden
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Mr. Howard L. Heaton
Miss Edith Helfer
Mr. Frank Heys, Jr.
Mrs. Jane M. Highsmith
Miss Madge Holland
Mrs. Elizabeth Hood
Mr. Robert B. Hutchinson
Miss Ruth A. Huzzard
Miss Lyris Hyatt
Mr. Robert J. Jones
Miss Mary H. Joslyn
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Miss Marguerite Rottkamp
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The Lessons of Vietnam

... a symposium of diverse perspectives

It's easy to lose historical perspective and imagine that our own perils and problems are much worse than anything our forebears had to cope with. On the other hand, certain generations of Americans have confronted challenges that, without doubt, were unique in our 200-year history: the Civil War, World War I, the Great Depression—and our national experience in Vietnam appears to be another such genuinely novel, watershed experience.

When in U.S. military history have we (1) tried to operate with an entire war machine so inappropriate for the task? (2) tried to aid an ally so hopelessly—by Western European standards—ineffectual, corrupt, and cruel? (3) visited such exceptional suffering upon civilian populations? and (4) possessed the technology to put glimpses of this suffering into the living rooms of our entire nation?

The domestic result has been a demoralization, an all-but-total immersion in the slough of despond, a loss of pride and of nerve, more profound than our nation has ever known.

If My Lai, as many have observed, was our loss of innocence as a nation, in what specific ways are we now sadder but wiser? As we gradually put this costly adventure behind us, what are the positive affirmations, the newly perceived principles that should enter the "folk wisdom" of Americans in the '70s and '80s?

In the symposium that follows, four Middlebury professors from four disciplines informally examine several aspects of this national experience and comment on their diverse effects upon our society.

The Failure of the Diplomacy of Violence

By Russell Leng
Assistant Professor of Political Science

There are so many lessons we must learn from the Vietnam experience, especially moral lessons about ourselves and our national values. But even if we avoid these questions and look only at international politics in the most restrictive sense, it is hard to know where to begin.

The rub is that some of the most disastrous errors that were made in Vietnam can be traced to "lessons" that we learned in two previous wars in this century. It has been said that history condemns us to repeat the opposite mistake. To a very large extent the quixotic quest to stem the tide of "world Communism" in Southeast Asia was impelled by the spector of Hitler and Munich. Time and again Dean Rusk brought forth the image of appeasement at Munich with all its dire consequences as a rationale for greater American military commitments in Vietnam.

Fortunately, the obsessive American fear of world communism seems to be fading. Who could have imagined in the 1950's that the same Richard Nixon who was stoutly shaking his finger at Chairman Khrushchev in the famous Moscow "kitchen debate" someday would be celebrating an opportunity to visit Chairman Mao by supping with a forty-dollar bottle of wine? Vietnam has taught us something about the futility of intervening in internal conflicts to prevent Communism. Events elsewhere have demonstrated that world communism, itself, was a mythical monster—pap from the Soviet propaganda ministry readily swallowed by American policy-makers.

Another "lesson" which American policy-makers learned from World War II and its immediate aftermath was how to be tough-minded about international affairs. Hitler's aggression, the post-war experience with Stalin, and the impotence of the United Nations each underlined the naïveté of Wilsonian idealism.[1]

1. This is not to say that American foreign policy had not been capable of a hard-headed pragmatism—even ruthlessness—in the past. But then the means were justified as necessary to cope with special situations, aberrations from the normal peaceful intercourse among nations. The older image has been called the "legalist-moralist" tradition in American foreign policy. A devastating critique appears in George F. Kennen's, *American Diplomacy, 1900-1950* (Chicago: University of Chicago, 1951).

DIRECTORY OF ALUMNI OF
MIDDLEBURY COLLEGE

The first complete-in-one-volume directory of Middlebury alumni in 20 years is now in preparation.

At this writing, the Alumni Office has not received the Questionnaire from 36% of our Middlebury alumni. These Questionnaires were mailed out in July; a follow-up mailing was sent in September.

We want <u>you</u> to be included in this Directory, so your classmates and friends can keep in touch with you.

Please be <u>sure</u> you return your Questionnaire.

"Each successively more violent attempt at coercion increases the moral cost in human suffering. . . . The toll in human misery has gone far beyond any acceptable cost for our original ends but has been deemed necessary to protect the credibility of American commitments throughout the world."

to international conflicts, two conditions must be met. First, the players must be playing to win in the manner asserted by political realists; that is, they must seek to serve a well-defined national interest by maintaining, increasing, or demonstrating their power. Second, their behavior must be *rational.* Here "rational" does not mean simply "intelligent" or "sane," but that national decision-makers are able to order their objectives to fit the national interest and calculate their advantages in each situation to satisfy these objectives. In short, conflict strategists assume that statesmen know what they want, make an accurate estimate of their relative power in any given situation, and apply the appropriate means to advance the national interest. If these conditions are met, conflicts can be analyzed as bargaining situations, where each nation utilizes its power to convince its adversaries that acting as it proposes will be in their own best interest.

The American bombing of North Vietnam which began in early 1965 is an excellent example of this approach. For the strategic realist, the bombing was not just an attempt to stop the flow of supplies to the Vietcong. It was designed at least partly to "inflict pain and loss of value on the adversary until he began to behave."[6] Theoretically, it appeared to be a sound strategy in many respects: it raised the level of pain and loss for the North Vietnamese; it helped demonstrate the United States' commitment to its objectives by its willingness to increase the cost and risk to its own nation, and, by escalating the conflict, it raised the risk of a greater escalation which could have been beyond the control of either side (for example, the intervention of China). Nevertheless, most observers would agree that the bombing was not a smashing success. Similar conclusions could be reached regarding other American—or North Vietnamese—attempts to achieve their objectives by demonstrating their commitment to them, by employing threats, and in general by the use of what has been called the "diplomacy of violence."[7] The Vietnam War, in fact, presents an excellent example of the "rational" application of strategic realism—with disastrous consequences for both sides. By any sane yardstick, it has become a game in which all the players have lost.

This leads us to two questions. First, why has the application of strategic realism by the most powerful nation in the world been so unsuccessful? And second, why were such policies attempted in the first place? I think the answer to each lies in the application of a remarkably narrow conception of inter-nation behavior and the interests of nations.

Concentration on a rational model of national behavior leads inevitably to distortion in a world where statesmen must decide among a welter of conflicting values and make choices in situations frought with ambiguity. The realist's goal of increasing or main-

6. *Arms and Influence*, p. 171.

7. The term is Schelling's and the method is described in *Ibid.*, pp. 1-35.

Russell Leng

These experiences changed the *image* that American policy-makers and our students of international affairs had entertained of the nature of international politics. It became tougher, more "realistic." The implications of this change in our image of international affairs are a bit more subtle than the "Munich syndrome." Before speculating as to how our new image—which I will call "strategic realism"—may have affected policy in Vietnam, it will be necessary to consider some of its assumptions.

The roots of strategic realism can be traced back to Clausewitz,[2] perhaps even to Machiavelli or Thucydides if one enjoys tracing ideological family trees. In the United States it is sufficient to go back to the post-World War II reaction to American Idealism, the rebirth of Political Realism,[3] and its subsequent modernization by strategic theorists during the last fifteen years or so. Focusing on the competitive side of politics, the realist professes to tell it like it is. He asserts that the essence of politics is competition to gain power to influence the behavior of others. Moreover, he finds that the struggle to acquire and maintain power is more pervasive and more intense in politics *among* nations than in politics within nations.

The realist offers two reasons for this. First, the most obvious feature distinguishing international from intranational politics is the absence of a legitimate central authority with the power to enforce the norms of international conduct. This makes for an international political system based on self-help; that is, it leaves nations dependent on their own resources to satisfy their needs and desires. The second feature is less obvious, but follows from the first. Because there is no higher legitimate authority, the nation becomes the highest form of social or political community to which men owe allegiance. Thus, international politics is the politics of national interest. The nation is designed to promote the interests of its citizens over any other consideration and, like a good football team, it is expected to assert its power: it is expected to win. The nationalist, like the football fan, transfers his ego to the larger group. As Reinhold Niebuhr once acidly observed, "There is an increasing tendency among modern men to imagine themselves ethical because they have delegated their vices to larger and larger groups." Given this state of affairs, the political realist's advice to the policy-maker is simple; the statesman has the right to ask only one question: "How does this policy affect the power of the nation?"[4] War is viewed as a normal political technique. In fact the only restraint on national policy is prudence—that is, recognizing the power of the adversary.

Let us suppose that those assumptions of the political realists that we have mentioned, here, are correct. If nations are competing for power and influence with a prudent calculation of their relative power being the only restraint on their behavior, why not treat the situation as a kind of competitive game? Then, using the most modern techniques available, we could find the best game plan, or strategy, for each situation. This is what strategic theorists do.

Strategic realism treats international conflicts as "games of strategy," like poker or chess, where each player's best course of action depends on what the other players do.[5] To apply the strategic-game model

2. For a brilliant job of just that, see Anatol Rapoport's Introduction to *Clausewitz on War* (Middlesex, England: Penguin Books, 1968). Rapoport refers to the modern strategists as "Neo-Clausewitzians."
3. The first influential statement of the philosophy of Political Realism appears in Hans J. Morgenthau's *Scientific Man and Power Politics* (Chicago: University of Chicago, 1946). Morgenthau restated and reinterpreted the approach in many succeeding works, including his now classic text, *Politics Among Nations* (New York: Knopf, 1948). During my years working in Washington in the mid-sixties I noticed that *Politics Among Nations* seemed to be far and away the most frequently appearing text on the office bookshelves of Congressmen and State Department officers. Morgenthau, incidentally, has been a long-time critic of American policy in Vietnam, arguing that it has been an imprudent use of American power, in addition to other arguments which are less consistent with his earlier philosophical position.
4. Lest the reader think this is a uniquely American approach to things, Lenin once summed up the essence of politics in the phrase *kto-kovo*. Freely translated it asks "Who is doing what to whom?" I have concentrated on American illustrations in this piece because they strike closer to home, but similar examples could be taken from its adversaries in almost all cases.
5. A detailed statement of the assumptions which are summarized in this paragraph and the next may be found in Thomas C. Schelling, *The Strategy of Conflict* (New York: Oxford Univ. Press, 1960), and *Arms and Influence* (New Haven: Yale Univ. Press, 1966).

"The Vietnam experience should teach us the risks of political and moral disaster that accompany the diplomacy of violence . . . that in international politics the object is not to win the game, but to steer the policy of the nation in a direction consistent with national values."

equated with weakness; the "penalties" we inflicted destroyed the credibility of the rewards we promised.

When both sides are determined to employ the diplomacy of violence successfully, the costs of losing grow. The more one side bluffs or threatens, the more pressure there is on the other not to weaken its position. In a poker game where every player has too many chips in the pot to fold, each is determined to bluff the others out by continually raising the ante. Each commitment by one side of more men and weapons, more violence, and more expressions of determination is met by a counter-commitment and similar demonstrations from the other side. The objective of winning tends to exclude all other values. Each participant considers any gain for the other a loss for its own side, and may be willing to accept losses for itself if they lead to greater losses for its adversary. The result is not just a stalemate, but the escalating violence that is part of each side's determination to make its commitment to success credible. The means eat up the ends.

This leads us to the moral irony of the Vietnam strategy. The violent means of coercive warfare can be justified only by the ends that are obtained. This "situational ethic" is always risky in politics because the means rarely, if ever, achieve the political and social goals which supposedly justify their application. How many people have suffered or died for "successful" revolutions and wars that have brought little more than ugly caricatures of their beautiful promises?

Moreover, the coercive warfare employed in Vietnam adds one more variable to the grim equation. The human cost of the diplomacy of violence varies with the tactical success or failure of the means employed. When threats succeed, they need not be carried out, but the threat that fails to bring compliance must be followed by the threatened punishment in order to protect the credibility of future threats—in this conflict or in others.

Notice how this also affects the ends with which we justify these violent means. The initial threat is tied to the nation's objectives in the conflict at hand, but, with the rest of the world watching, the credibility which it demonstrates is tied to the full range of national security concerns. Given the tendency toward escalating conflict, discussed above, each successively more violent attempt at coercion increases the moral cost in human suffering. We have known for some time that the toll in human misery in Vietnam has gone far beyond any acceptable cost for our original ends, but each additional escalation of violence has been deemed necessary because of the commitment incurred by those escalations that preceded it. In the end the total cost has been justified not by any Vietnamese ends, but to protect the credibility of American commitments throughout the world.

The Vietnam experience should teach us something of the risks of political and moral disaster that accompany the diplomacy of violence. It should underline the responsibility of statesmen to examine strategic action in a wider context. This requires looking beyond the immediate objective to consider the impact of our actions on the full range of national values. Above all, the Vietnam experience should teach us that, in international politics, the object is not to win the game, but to steer the policy of the nation in a direction which is consistent with those national values.

Doing these things requires that our statesmen look at international problems in a wider frame than the narrow focus of political realism. Assuming that international politics may be reduced to a struggle for power leads to a self-fulfilling prophecy. Statesmen who believe that power politics are the norm in international affairs conduct their nation's policies in a manner which encourages the predicted behavior from others. For a small, weak nation surrounded by hostile powers, this may be the only alternative, but for the United States to so narrow its vision, as in Vietnam, has been a major international tragedy.

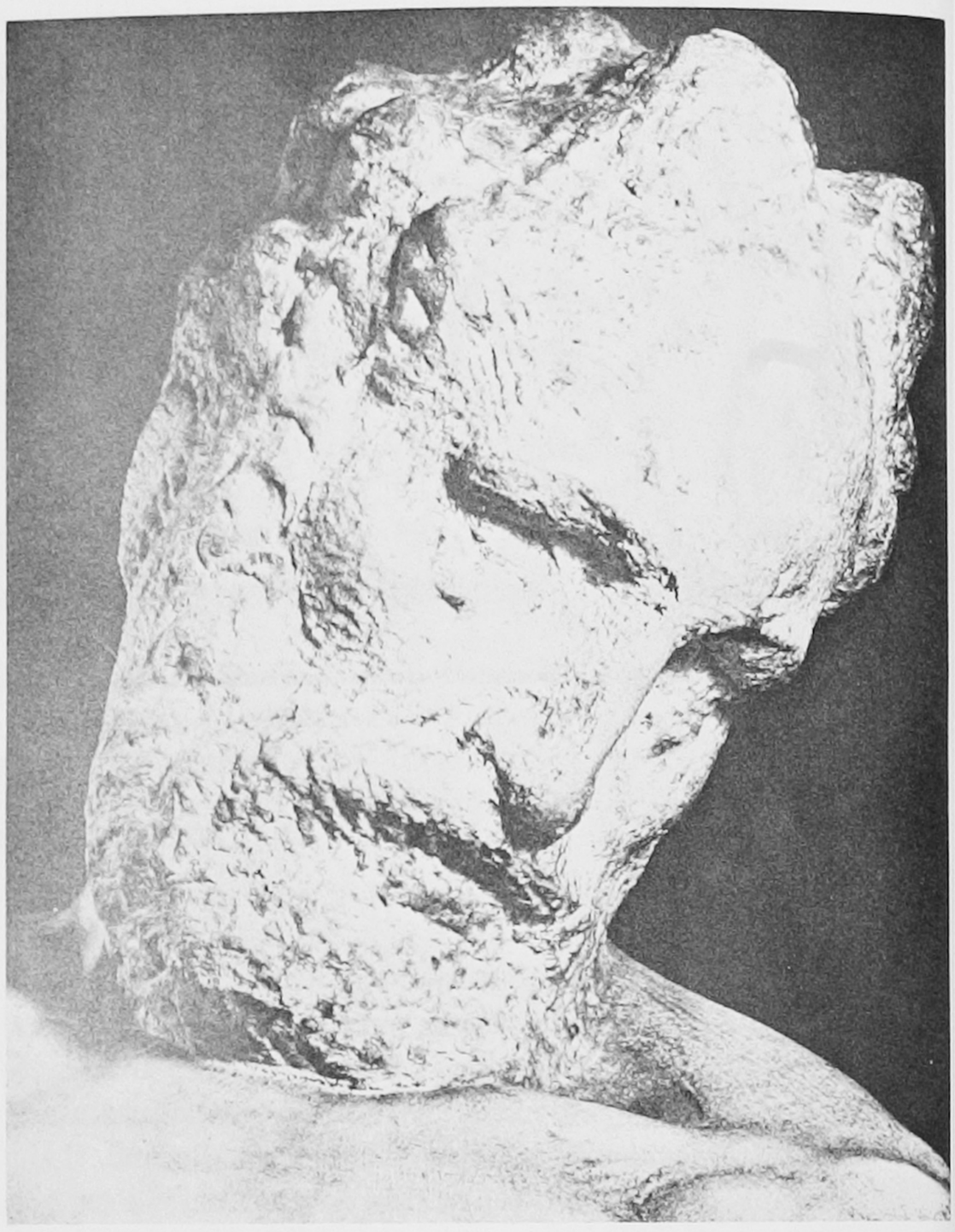
The political realist, by his narrow conception of politics as a struggle for power, ignores the interdependence of nations which makes international cooperation possible and necessary, just as the pre-World War II idealists ignored the forces which encourage conflict among nations. The second World War and its aftermath demonstrated the naivetè of our youthful idealism; the Vietnam experience has demonstrated the consequences of our sophomoric cynicism. The United States should now have the maturity to face international problems in all their complexity. It is time to stop playing games. □

taining power is no more than instrumental: it serves as a means to satisfy such intangible interests as national security, prestige, domestic support, economic well-being, and ideological realization. The satisfaction of any of these values is always relative and the intensity of the desire to satisfy one or another varies with the individual perceptions of the domestic and international situation in the mind of each man participating in the decision-making process. In fact, when a number of people are involved in making decisions, the determination of an ordering of values to serve the national interest becomes a bargaining process in its own right.

Moreover, strategic realism assumes not only that statesmen can establish consistent and explicit value priorities for their own nation, but that they can accurately perceive those of their adversaries. Unfortunately, statesmen are notoriously subject to misperception in gauging the motives of other nations. This is true not only because the information with which they must work is nearly always incomplete and ambiguous, but also because of psychological and social influences that make judgements about foreign affairs highly subjective. A recent study of John Foster Dulles,[8] for example, indicated that his strong religious beliefs made it impossible for him to accept the notion that the atheistic Communist regime in Moscow could ever gain the cooperation or support of the Russian people. Dulles ignored information to the contrary and his subordinates learned to report what the chief wanted to hear.

Each nation's decision-making body subjectively, almost haphazardly, develops its own image of the international situation and of its adversaries. Once these images have been formed, there are strong psychological and political pressures to interpret incoming information—which always permits of several interpretations anyway—to fit the image. This is particularly true when political commitments have been made to the earlier perception. And dangers of misperception become greater when there are pronounced cultural and political differences between nations, as between the United States and Vietnam. Paradoxically, however much they may distrust the expressed intentions of their adversaries, statesmen generally assume that their own intentions are well-understood. Although highly distrustful of the expressed intentions of Hanoi and Peking, Dean Rusk remained equally confident that leaders in those two capitals fully understood that the

8. Ole R. Holsti, "Cognitive Dynamics and Images of the Enemy," *Journal of International Affairs*(Columbia), XXI (1967), pp. 16-39.



United States had no intention of undertaking aggressive action in its bombing of North Vietnam.

One could argue that besides raising the level of the psychological and political commitment to the war, the "diplomacy of violence" employed by the United States has had the opposite of its intended effect. It has made the North Vietnamese less willing to reach a negotiated settlement. The North Vietnamese regime possesses an "enemy-centered" ideology that is typical of revolutionary Communist powers. Once the United States entered the war, it naturally became the number-one enemy in the "struggle" to unite Vietnam under Communist leadership. Culturally, historically, and ideologically, there was every reason for the North Vietnamese to distrust all American intentions in Vietnam and expect a fight to the finish. Every American attempt to coerce its adversary through threats, destruction, or demonstrations of a willingness to escalate the violence, was likely to intensify the struggle, reinforce the existing distrust, and harden the North Vietnamese bargaining position. Compromise became

"It is a parody of humanistic vision to see only the single man and not the social fictions that haunt him to grace. At the same time, man always wears the cloak of his social role with the air of an actor in a play with bad notices."

when he excoriates academic history as a dangerous fraud because it fails to deal with individuals—the myriad of single persons who make up the real stuff of history. Most histories, he says, with their accounts of dynastic fights and political battles are nothing but a record of "international crime and mass murder." From the vantage point of the individual, as Tolstoy argues in *War and Peace,* the generals are madmen who believe that national destinies meet on historic fields, when there are only frightened men in the dark woods. The humanists's vision, then, can easily lead him to brush aside the pompous rhetoric of statesmen and find only men, white or brown, torn from families, bewildered by foolish orders, and finally, always singly, dead.

The Vietnam war is particularly susceptible to this humanistic reduction because the *theory* of the war seems so utterly suspect. One can abstract from the fact of killing and being killed when the individual is a "fighter for freedom," "upholder of the Union," or "savior of the world for democracy." But even recent Presidents couldn't quite come to that. Mostly one remembers the appeals to support "our brave boys." But that is a bad argument, since bravery is ubiquitous, and we are not fighting to preserve bravery—in which the Viet Cong and North Vietnamese are doubtless our equals. (Lincoln refers to "these brave men" at Gettysburg without any reference to brave *Union* men: the Confederates were just as brave.)

Many of the more "exotic" protests to the war, particularly those which are loosely referred to as "cultural" protest, can be traced back to something like the humanist's vision (though remember that parody is *like* the original, only critical of its central values). "Make love not war" can be comprehended on the logic that we are individual biological creatures who were meant to be with one another and only fictions like "democracy" and "justice" and "national pride" drive us to be mechanical destroyers. I have found that students resonate easily to Popper's notion about the importance of individuals—a notion which would make the actors of normal history all shadow and illusion.

But Popper is wrong, I believe. The arguments here are complex and long, but the point is that the opposition between individual self and social entity is not

well-drawn. Nations may be fictions—they cannot be kicked like Dr. Johnson's table or the corporal in the next platoon—but they are the fictions through which men have enlarged their reality and made it peculiarly *human*—with all the attendant risks. Aristotle said it well when he noted that he who lives alone is "either a beast or a god." *Man* lives in cities and societies with their attendant ideologies and myths which pass for statecraft, policy, and the aims of war.

The romantic, naturalistic, individualistic view has become so pervasive during this war because there has been such an emptying of the noble fictions that have defined our society. Great ideals, well worth dying for, have been transmuted into mere platitude. It *is* possible to fight for freedom and democracy, but who can *really* be convinced that, as interpreted in Saigon by Bao Dai, Diem, Ky, or Thieu, these terms mean anything at all? Given the death of the large words, men properly resort to animal warmth. There are probably many causes for the emptying of our political language—such as simple hypocrisy (claiming "equality" in a black and white society) or the numbing effect of espousing the negative gospel of anti-communism instead of learning anew how to *be* American. Whatever the cause, however, the failure of national leader-

The Professors' War

By Dennis O'Brien, Professor of Philosophy
and Dean of the College

In a more romantic age, wars were given names that had some descriptive content. "The Whiskey Rebellion" tells us something of the *casus belli* as does "The War of the Spanish Succession." Even "The Hundred Years' War" seems to carry some weary judgment on the proceedings. Vietnam, however, is just a place and a place with no given associative sense to Western ears. Perhaps if the war were to be given a descriptive epithet it might be called "The Professors' War."

First of all, on the home front it was the professors' war in the sense that a large number of American college teachers—often inspired, goaded, or frightened by students—emerged on the battlelines of opposition to the war. Certainly the popular image of those who oppose the war centers on "radical professors" and rioting students. Since the effect on the internal state of America may be the most important effect of the war—our attempt to change the drift of Southeast Asian politics seems doomed to failure—the picture of a "militant" professor may be an acceptable icon of the time.

But there are other senses in which the professors have been involved. At a recent meeting of the American Council on Education, Julian Bond joined criticism of the war with an attack on the universities in general when he noted bitterly, "The war was not created by college drop-outs." Indeed. My earliest image of the war is a distinctly scholastic one—President Kennedy (Princeton matriculant, Harvard BA, Yale LLD) lecturing like a geography professor with a large pointer on the wheres and whys of our Indo-China policy. And the image was not mere image. Key presidential advisors in forming and executing Vietnam policy were top recruits from Academia. Prof. Rostow from M.I.T. as a major defender of the war matches Prof. Chomsky of M.I.T. as a major critic. No matter how far back one presses for protagonists, one comes across men of distinguished academic credientials (if not actually recruited professors) urging upon us further ramifications of cold-war logic. Secretary-of-State Bryan emerges as a nostalgic figure whom no one could accuse of collegiate contamination.

Which leads me to the pointed question: why would anyone want to read a series of articles by college professors about the Vietnam war? My colleagues from Economics, Political Science, etc. can pretend to expertise in these great matters, but what is a philosopher supposed to say about the war? To be sure, philosophical pundits like Socrates and Sherman have noted that "war is hell," but this broad truth has seldom prevented men from bloody pursuit of narrow needs. Philosophy is the typically postponed activity of peace.

One of the odd things which has emerged from the war is the belief—more frequent on the side of the fiercer "doves"—that the academic community is a particular shelter of light and inspiration. SDS wished to reconstitute the academy as a better political center than town and state, and I find many Middlebury students who feel that because the College is *essentially* a better community, it is ethically bound to support all worthy causes and must never enter into low and cunning compromises with even the world and the flesh.

But what evidence is there that the academics who dreamed up the war—which is, after all, an *ideological* war fought for a strategic *theory* (the domino theory) —are any less sons of the scholastic grove than the fellows who didn't get government appointments and stayed home to protest the decisions of their former colleagues grown large? Is there any reason to believe that the academic community is any less subject to sin or more open to revelation than the statehouse, the corporation board room, or even a synod of bishops? Professors make good arguments and bad arguments; they are probably not holier than senators nor less wicked than bankers and shoe salesmen. Their virtues and vices are different than those of international financiers, but they come in the usual human mixture in which neither good nor evil wholly prevails. Yet the illusion persists of some professorial superiority over the policy makers on the matter of the war—and I readily confess it is an illusion I sometimes share.

It is my impression that the most persistent and intense opposition to the war from within the academic world has come from the humanities side of the house. There is something peculiar to the kind of vision that is broadly shared by the humanities that makes this war appear such an abomination. If the social scientists deal with mass phenomena—nations, classes, and the like—the humanist looks at individuals. It is Beethoven's Op. 111 or this particular Rembrandt or Hamlet's precise feeling toward his mother. (The artistic object tends to dissolve when it becomes only a case in point, an instance of a type—to say that Hamlet has a "complex" is a bore; we are completely uninterested in him as a clinical type.)

Why does this vision bear heavily on the Vietnam war? Perhaps the philosopher Karl Popper puts it best

But then comes the question, a trillion what? Well, a trillion "dollars" to be sure, but dollars that had lost quite a bit of weight in the preceding years. In fact, they had lost so much weight in 11 years that if you added them up at their 1958 weight they only amounted to $724.3 billion. And that means that 252.5 of those glorious 976.8 billion dollars in 1970 were not real; they were pumped-in air (inflation).

Well! What can we learn from this?

To answer that we have to comprehend not only *what* happened, but *why* it happened. What happened is this: by 1963 the country and our government had grown tired of the sluggish pace of business, the high unemployment, the intolerably large gap between potential and actual. This sense of frustration gave Congress the courage to risk something pretty drastic and unorthodox: to cut taxes so that all of us—business and consumers—would have more "take-home pay." With more cash left after taxes, it was assumed we'd all spend more; sales would go up, employment would rise, and so on, and everyone of us would end up better off.

And it worked! Taxes were cut in 1964 and, just as predicted, the economy took off. The "gap" was closed by the end of '65; the economy was, as they said, "fully employed." We were making and selling all we could dig, grow, manufacture, sell, and service, on a sustainable basis year by year. That, in itself, was a rather triumphal achievement of good customers.

But then, in '66, '67, '68, and '69 we tried to do the impossible. We tried, somehow or other, to buy and sell *more* than there was. We tried to let consumers, businesses, and governments (governments above all) buy, have, use, and consume more than we were actually digging, growing, etc. And that, as every beginning student in economics eventually learns to his considerable surprise, even the American economy simply cannot do.

How is it possible to try to buy and sell more than there is? Well, we all spend according to the money we have in hand, or the credit we can obtain. We have no idea of the supply situation; there is no signaling system available except price to warn us if something is scarce. So just as it's entirely possible for all of us together to spend *less* than is required to bring about full employment, so it is perfectly possible for all of us to try to spend more than full employment could produce. The worst offender is the Federal government, which can borrow almost without limit. The very fact that we're running, this year, a $23 billion deficit is prima facie evidence that we are trying to spend more than we earn. And that, as we shall see, may mean inflation.

The necessary money, just plain money, was provided by the banking system (the Federal Reserve System: take it on faith that the system can "manufacture" money) and with that money we all tried to buy more than there was to buy—with the most predictable result. When there are ten customers clamoring to buy only eight widgets, any of five things can be done. *One:* The government can raise taxes high enough so that only eight customers have money enough left to buy one widget each (at the original price) and everything will be fine. (As you may remember, due to an unfortunate altercation between Wilbur Mills and President Johnson, this was not done until it was too late—and what was finally done (the 10% surtax) was too little.)

Two: The banks can make borrowing so expensive that only eight customers can come up with the cash for a widget each (again at the original widget price). As a side effect of this, credit becomes expensive for *everyone.* This *was* done. (Remember the "credit crunch" of '69 and how high mortgage and other interest charges have remained ever since?) Why didn't it effectively slow the inflationary spiral? For two reasons: first, interest rates were raised too late in the game, and second, it didn't have much effect on the large industries—whose expenditures have a major impact on the economy as a whole. High interest rates hit only those people who really need credit—the family who must buy a new house, or a new car. Did it hit industry? Yes and no; it hit *small* industry, but it didn't hurt big industry much. Even if credit becomes very expensive, General Motors can still go to Chase

Klaus Wolff

ship to make the large words live has led to the anti-society reaction that we see about us. That reaction seems understandable and not reprehensible *per se*. It offers all the charms of natural animal life, which can be preferred, I suppose, to the aberrations of history. But for myself, I agree with Socrates in the *Phaedrus* that while it is pleasant to sit under a tree by the Illisos and talk of love, it is better to be in the cities of men.

I have drawn a quarrel between the humanists and the social scientists which I must repair in closing. It is a parody of humanistic vision to see only the single man and not the social fictions which haunt him to grace. (It is *Prince* Hamlet, and Lear, though mad and alone, is "every inch a king.") At the same time, it is a perversion for a social scientist to lose sight of the individual life. Man always wears the cloak of his social role with the air of an actor in a play with bad notices.

A vision of man as either pure social animal or radical individual is finally untenable: he is neither and both in a very unstable mixture. If I give some accolades to the academic community, it is because it happens to be a community in which this complex character of man is from time to time appreciated. Educators must deal continually with the classic culture of the race. Fumbling or inadequate as the pro-

Dennis O'Brien

fessor may be, he takes as *his* cabinet, advisers, and staff just those spirits in history who have been most sensitive to the comic, tragic character of man. What I like about the academy is its noise, which alternates between stammering and eloquence—a better match for life than the flat, self-assured rhetoric that has recently characterized the national scene. The war is a disaster in many ways but I think that the degeneration of political talk—the sullenness of the nature children, the strident pomposity of the left, the banal pieties of the right—is one of its sorriest consequences.

The Economics of our Vietnam Commitment

By Klaus Wolff, Professor of Economics

The beginning student of economics knows one thing with certainty: the job of first priority in American business is *selling*. Selling means rustling customers, plenty of customers and doesn't much matter *who* they are, as long as they are numerous and/or rich enough: The more customers there are and the more money they have to spend, the more we all can sell and the richer we all will be. Some recent economic history can teach us what a good customer can achieve. First, the good customer, the Federal government, spent us into prosperity and then, being an excessively good customer, it bought us a nasty inflation. Let's review what happened.

Think back now, to 1963: in that year there were 4,070,000 adults who were out of work . . . 5.7% of all available workers. This meant that 6.4% of all the work that *might* have been done that year was never even attempted.

In fact, the employment picture hadn't been particularly rosy even for the preceding five years. In 1958 unemployment rose to 6.8% (and these last two years have reminded us what *that* feels like). In 1961 it hit 6.7% and never, between 1958 and '63, did it drop below 5.5%.

Then, in '64 things began to pick up: unemployment eased to 5.2% for '64, then 4.5%, 3.8%, and 3.4% in June 1969. This was great: 96.6% of all people looking for work had work, had money in their pockets (more or less), and thus were eligible customers: what a spree!

How had we done it? We had learned to "close the gap" between our national "potential"—what this country *could* produce—and our national "actual"—what we really did produce. The Gross National Product responded magnificently: naturally, as more people work, more is produced, more is sold, and the totals of all that was sold (the GNP) climbed from $447.3 billions in 1958 to $976.8 billions in 1970. We were within reach of one trillion!!

with very modest (1 to 2% annual) rates of inflation. (In 1954, '58, '59, '60, and '61, to be specific, when unemployment hovered between 5.5 and 6.75% we had to all intents and purposes price stability.) Yet today we seem to be stuck with the worst of both worlds: inflation unprecedented since '54 and unemployment as high as the worst of the post-war years. Are we in the claws of an entirely new tiger?

It seems that we are. In the "good old days" we had "demand-pull" inflations (and, to go with them, "demand-slack" depressions); now we seem to have "cost-push" inflations, somehow mysteriously immune to the depressing effects of unemployment.

The word inflation suggests to some that prices go up seemingly by themselves. That, of course, is nonsense. Prices do not *go* up, they are *put* up by someone. Some person decides he would like to raise his price and asks himself whether he can get away with it.

The theory of supply and demand says that if you raise your price, all other things being the same, you lose customers. Lose customers to whom? To the other fellow who undercuts your price, of course. Now, what if there is no other fellow who is either willing or permitted to undercut your price? Well, then we can all raise our prices more or less in unison! My customers will pay more for what they buy from me, which raises their costs, but they, in turn, will pass their higher cost on to their customers—and so on and so on. This is "cost-push inflation."

The same holds true for workers. Will the steel worker in Pittsburgh hesitate to bargain for a higher price for his labor because the unemployed aerospace engineer in Seattle threatens to undercut his demand? Will the railroad signalman hesitate because the unemployed professor of chemistry at an Eastern college threatens his position? Of course not.

These potential threats that someone would undercut my price and/or my wage demands were what we had in mind when we used to talk about competition keeping the economy on the straight and narrow. But that type of *price* competition, if we are to believe a whole spate of books that just happen to have appeared in the last few weeks (e.g., *America, Inc.* and a series of reports by Nader's Raiders) is not all that vigorous anymore.

Privately through growth and mergers, such industries as steel, oil, chemicals, and automobiles, have acquired considerable monopoly power; while by means of government regulation the common carriers (railroads, trucking, airlines, barges) are restrained from competition by the ICC and CAB, and competition

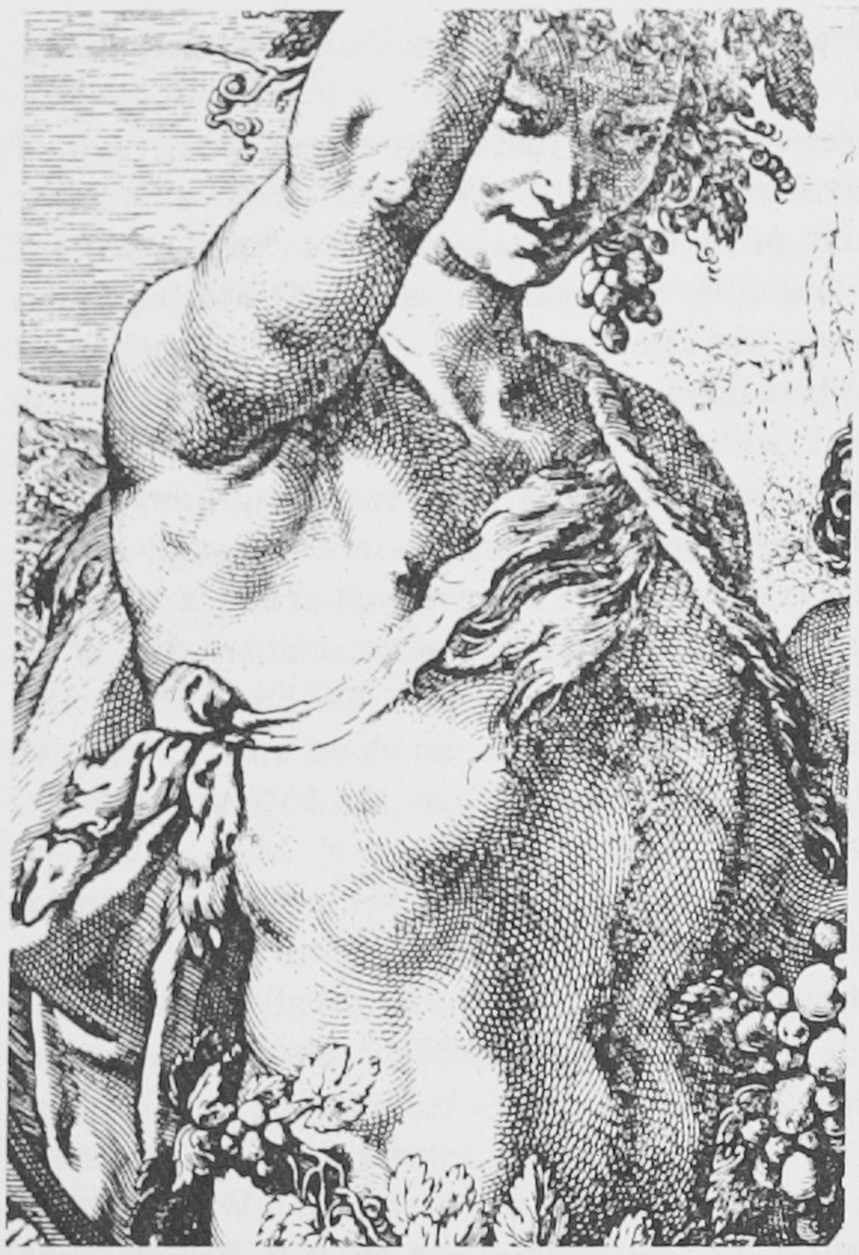
"High interest rates hit only those people who really need credit—the family who must buy a new house, or a new car."

between the public utilities is restrained by the Federal Power Commission. (These are only the most clear-cut and obvious examples.)

If then, *domestic* competition is, shall we say, restrained and polite, only *foreign* competition remains. But foreign competition threatens only for those goods that can be shipped, not services which cannot be transported. Furthermore, foreign competition is "foreign" and can therefore be denounced successfully as being "unfair," whereas the claim that domestic competition is "unfair," while bravely tried, is often a little too transparent.

Yes, Virginia, there is such a thing as cost-push inflation and we have a bad case of it. The cure—higher taxes and tighter credit—as we have suggested, above, seems so painful, both politically *and* economically, that there is widespread doubting, honest or dishonest, whether the cure might not be more painful than the disease.

So, here we are—stuck with the high price we're all paying for an unacknowledged war and a monopolized economy. In August, as we all know, the Administration in something of a political panic froze wages and prices and cut the dollar loose to float where it will. This shows that a man is willing to take a pill in desperation even if he knows from past experience that, as a side effect, it will give him—and the rest of the world—a nasty headache. As Nixon, himself, said, you can't put an economy like ours into a straight jacket for more than a few moments. At the same time, we have tossed the ball to our foreign partners and told them in effect to haggle out what they collectively think the dollar should be worth. □



Manhattan and get whatever expansion capital it wants. Furthermore, the expectation of rising prices itself induces the lender to insist on a higher interest charge.

Three: The government can ration the widgets and make sure that no more people have ration tickets than there are widgets to be sold (again, at the original price). This, as you may remember, was done during World War II—also a very expensive war. The difference between then and now is less in the costliness of the respective wars than in our recent unwillingness to face the fact that we *are* at war. At any rate, in 1966-69 the rationing route seemed unthinkable.

Four (and really only a variant of three): the Federal Reserve System can ration the credit available at the bank, saying: "You may borrow to buy a widget (you are a veteran; you may borrow at—say 4%—to buy a house) but *you*, you don't qualify to borrow, therefore you can't buy." Well, we tried discriminatory credit controls once before and we didn't like them because they turned into a rat's nest of special subsidies for pressure groups and penalties for the helpless.

Finally, *five:* The seller can be left to raise the *price* of the widgets high enough so that two customers in ten decide they can't afford to buy. This is the simplest

"Then in 1966-'69 we tried to do the impossible. We tried to let consumers, businesses, and the government buy, have, use, and consume more *than there was."*

thing for a government to let happen; because it preserves the principle of "free enterprise," it is politically of fairly low risk, at least initially: the ones who are hit hardest by this policy, *i.e.*, all the people on fixed incomes, have the least political clout. (Ultimately, of course, when this behaviour becomes almost universal, the chickens come home to roost, as we've found out.)

Now sellers always have lots of perfectly good excuses for raising the price. Their "labor costs have gone up," "their materials costs have gone up," etc., etc. And by and large, they have! Everyone's playing the same game and this is why, last year and this, prices have gone up at the overall rate of some six percent per year.

I could go on about all the other things that are bound to go wrong: balance of payments deficits, intolerable foreign competition in steel, autos, textiles, shoes, cheese, etc., etc., the weakness of the dollar abroad, and so on.

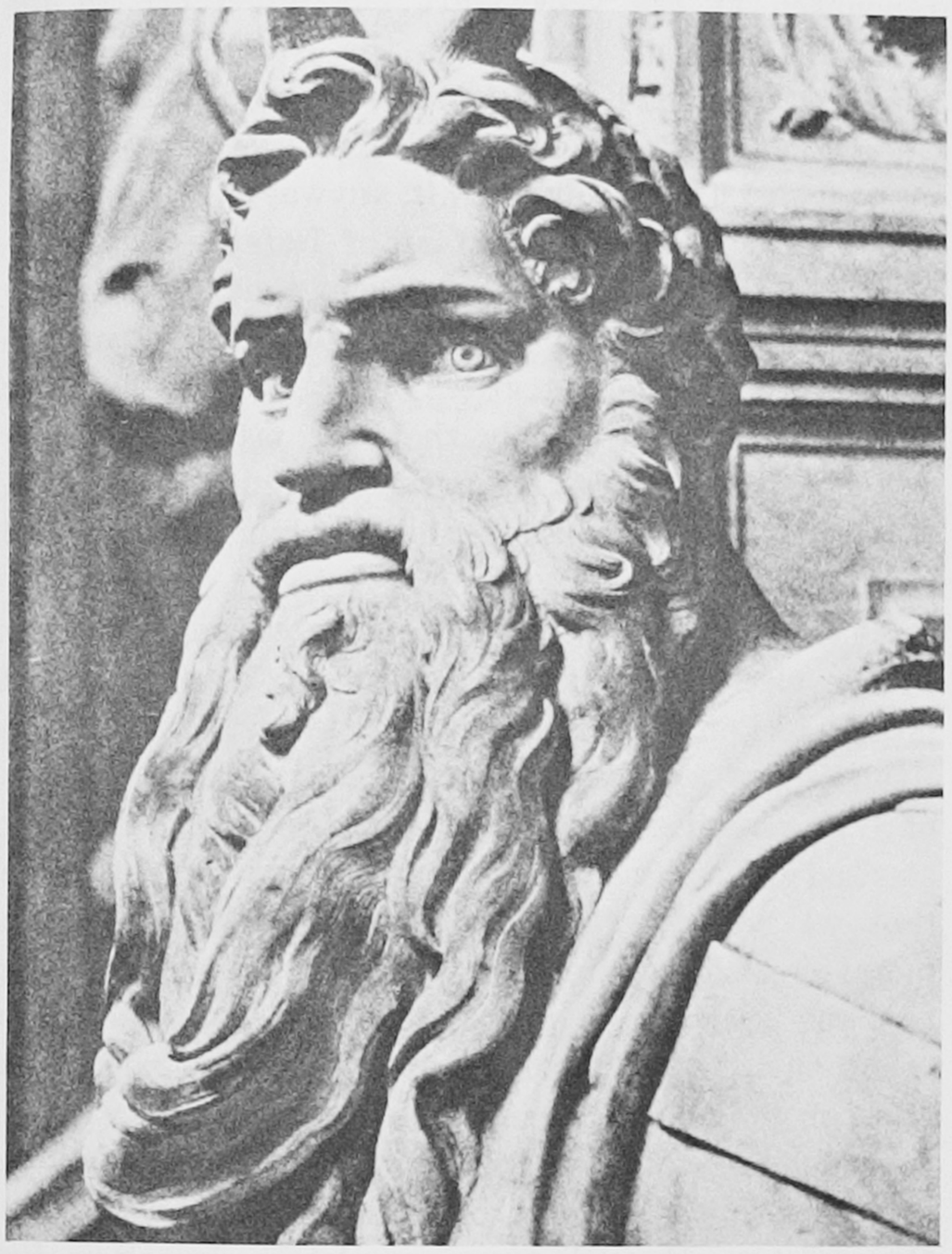
So now, is there one lesson to be learned from recent history? Yes! You can't fight a war, spend on guns, and ships, on shell and shot, on helicopters and C-rations and, at the same time, pretend you are *not* fighting a war. Acknowledging that you are spending millions for fighting a war boils down, in this context, to raising taxes sufficiently to pay for the war (see (1) above). Steps (2), (3), and (4), above, probably should also have been taken, not as alternatives but as supplements to higher taxes. We have *still* not learned the ancient saw about guns and butter!

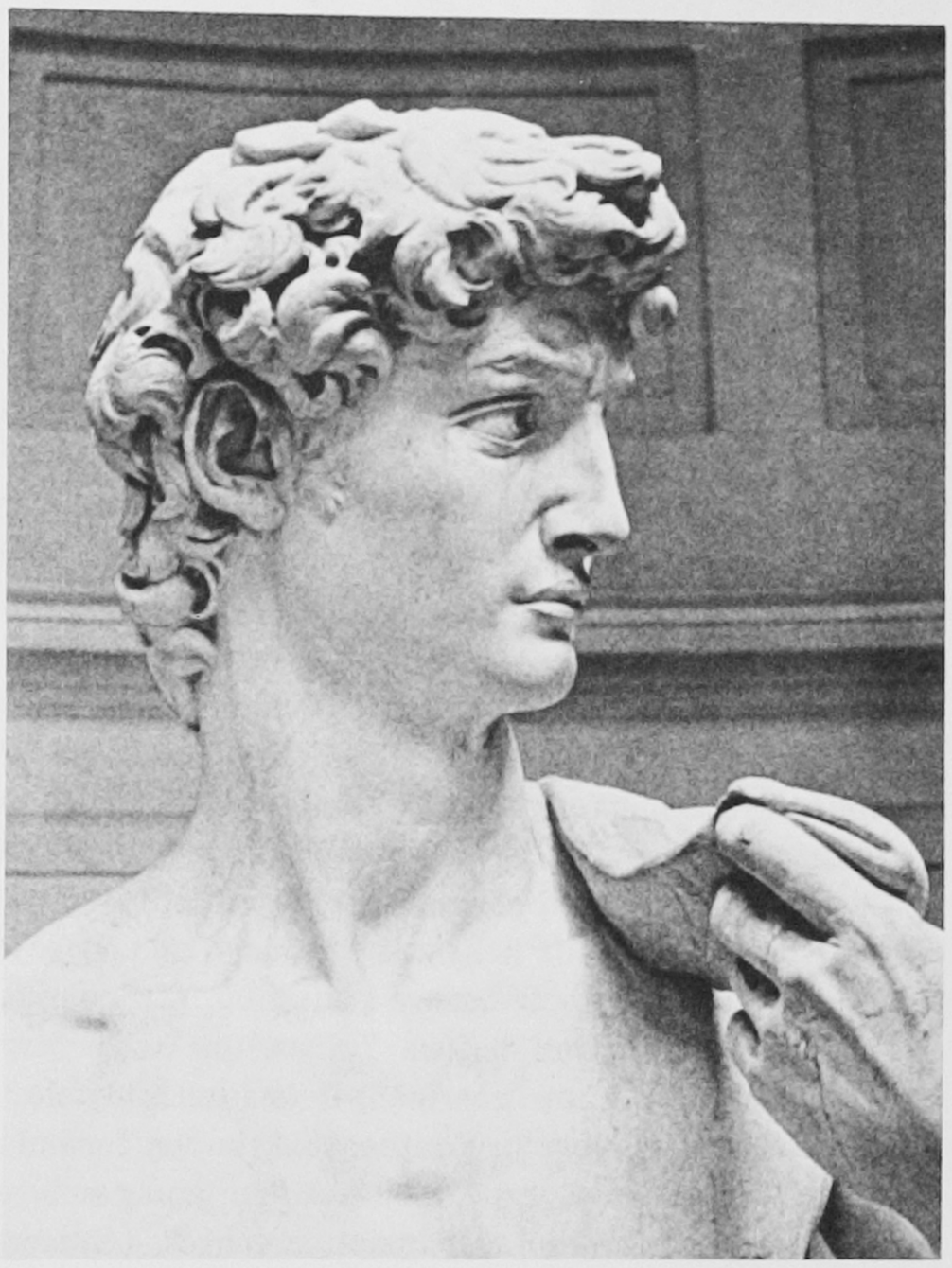
However, when we focus on the past two years the nagging question remains: if increased spending by our "good customer," however financed, can erase unemployment and boost economic activity even to an inflationary, "over-full-employment" level as it did in '67 to '69, why can't that process be thrown into reverse? Why should not a *cut* in spending reduce, or preferably eliminate, the pressure of inflation—at the cost, admittedly, of higher unemployment? Or, to ask the question in another form: if we have to live with the "trade-off" of *less* unemployment for *more* inflation, then why aren't we able to "trade" *more* unemployment for *less* inflation? Does the trade-off work only one way?

Here we are in the second year of high unemployment. In the past unemployment has been associated

"We all live under a judgment. Because in every human act some degree of moral imperfection is inescapable, so is the need for a continuing moral inner dialogue."

"Men must strive to realize their individual ideals in their common life but they will learn in the end that society remains man's great fulfillment and his great frustration."
—Reinhold Niebuhr





to establish justice. Knowing the peril of corruption in this strategy, the religious spirit recoils. If that fear can be overcome, religious ideals may yet achieve social and political significance . . .

"Men must strive to realize their individual ideals in their common life but they will learn in the end that society remains man's great fulfillment and his great frustration."[1]

The "moral" lesson of Vietnam? Much could be said and from many contexts; I shall be brief. That with which we live every day—be it at Middlebury College, on the farm, at General Motors, or Avis Rental—wherever we are, that *is* our "real world." If there is nothing that sears your insides in seeing around you the many evidences of human deprivation and degradation, then there *is* for you no moral lesson from Vietnam. If each takes inventory of himself to find out where and how he lives, and if there is then for him no judgment on his own life which transcends his own interests and parochialisms, then, again, there is no moral lesson from Vietnam.

That is true also of nations.

Sometime take and read the 11th and 14th chapters of the Book of Hosea—that should trouble and refresh us all. P.S. I recommend that you see "Patton" and "M-A-S-H" and if you come out of the theater "feeling good" another ticket may be worth the price. □

1. Reinhold Niebuhr. *Moral Man and Immoral Society* (New York: Scribners', 1960), p. 81-82. Originally published in 1932.

Is there a Moral Lesson?

By Robert Ferm, Professor of Religion

Having lived my entire life either within or alongside that so-called "ivory tower," the college, I have become rather perturbed by the refrain "The real world is out there and you do not know what life is really like unless you have been there." After two years at Middlebury and more than a decade at a comparable college near Los Angeles, I continue to be puzzled by the concern of many students that they are isolated from life—a view found both in Addison and Los Angeles counties. On the other hand, many who are "out there" share the same attitude and ask "By what right do you cloistered scholars dare make a "moral" judgment about something you have only read about and have not "experienced?"

That right I do claim and certainly the implication of our national involvement in Southeast Asia is an issue that deserves judgment. Probably I read the same reports and know as many or as few of the facts of the situation as most of my readers. Belatedly I have come down hard on one side of the issue, concluding that our nation is and has been acting immorally in discharging its commitment in Vietnam.

Moral decisions come out of some context and it is to indicate mine that these remarks are intended. My stance, though not difficult to state, *is* difficult to live because the implications of moral decisions are often ambiguous. It is a position which, though not "pious" in the quaint sense, does have overtones of piety in the deepest sense. By that I mean a willingness to live with a commitment to the sacredness of life itself—an affirmation which is more than a cliché and touches all that we do. That affirmation is what I fear we are losing, not consciously or purposefully but slowly and for reasons of which we are not aware. Yet, without it we cannot accommodate dissent, tolerate error, or recognize false pride. Why do parents reject their daughters or sons (and *vice versa*) for views which they cannot accept or understand; why do we say "*I* did it, they can too"; why does long hair or a pin-striped suit make a difference? False pride comes before a fall—that is a lesson that can only be learned by living and listening, and it is true of human relationships as well as national goals and obligations.

My lesson—learned and continually relearned—is that we all live under a judgment. Not an antique judgment threatening hellfire, but a perpetual assurance that, because in every human act some degree of moral imperfection is inescapable, so is the need for a continuing, moral, inner dialogue. This condition is both humbling and liberating. Decisions I must make and nations must make, yet in doing so there must be the acknowledgment that I may be wrong, that my country may be wrong. To admit that is to be free, though probably not comfortable.

The words of Reinhold Niebuhr written nearly 40 years ago express more profoundly what I wish to say:

> ". . . The truest visions of religion are illusions, which may be partially realized by being resolutely believed. For what religion believes to be true is not wholly true but ought to be true; and may become true if its truth is not doubted.
>
> "Yet the full force of religious faith will never be available for the building of a just society, because its highest visions are those which proceed from the insights of a sensitive individual conscience. If they are realized at all, they will be realized in intimate religious communities, in which individual ideals achieve social realization but do not conquer society. To the sensitive spirit, society must always remain something of the jungle, which indeed it is, something of the world of nature, which might be brought a little nearer the kingdom of God, if only the sensitive spirit could learn how to use the forces of nature to defeat nature, how to use force in order

Robert Ferm

"Atrocities such as My Lai produced a moral revulsion against the suffering we were causing and the creeping conviction that even if we were eventually to accomplish our objective, it would be at a cost—in inflicted suffering and in the brutalization of our soldiers—that was morally unacceptable."

feat the present "freely elected" government in South Vietnam.

So, we appear to be now, right where we were in 1960. This was our war aim when the Eisenhower and Kennedy administrations began, and the Johnson administration accelerated, our Vietnam involvement. (And one must wonder how, if 500,000 US troops were barely able to maintain the Saigon government in power, a residual force of fewer than 100,000 men can now be expected to do so.)

In short, many are left with the troubling suspicion that President Nixon's thinking, today, is right where President Johnson's was five years ago. And although opinion polls show that a far smaller percentage of the American people, today, favors the continued prosecution of our Vietnam undertaking than supported it in 1966, the Executive branch of our government has over the years (since the Roosevelt decade) taken the reins of international affairs so completely into its own hands that it can now escalate our military involvement in spite of majority opinion to the contrary (e.g., Cambodia). Thus, for the first time it seems not unthinkable that the Administration might resort to the use of "tactical" nuclear weapons in North Vietnam if it appeared to the President that this was required to prevent another Dien Bien Phu. (Nor can we take comfort in the reports that Mr. Nixon recommended to President Eisenhower that the U.S. give nuclear weapons to the French in 1954 when they were facing their defeat, there.)

Policy questions for the future. A few obvious questions immediately suggest themselves:

1. Can we ever defend those who are unwilling, or otherwise unable, to defend themselves?

2. Can we hope to give the necessary military support to our "power politics" game with a conscript army (as the British could in the 18th and 19th centuries with their professional armies) unless we can arrive at a popular consensus for its necessity? Mistakenly or not the U.S. public was never finally persuaded of the ultimate morality of the slaughter and destruction in Vietnam that was entailed by our policy decision to halt aggression, there.

3. Can an open society play the "power politics" game to the hilt, as the Russians and many closed societies before them have done, without corrupting its national soul? To do so entails "secret government" in an open society—a vitiating contradiction? A serious question for the United States must be, Is covert warfare worth the cost to an open society? (Why was it covert? Because you don't send armed patrols into friendly countries (Laos, Cambodia, Thailand) uninvited. But the moral cost to our country was too high; we might better have frankly stated, "As far as we're able, we're going to resist an aggressor's infiltration on whatever soil it occurs," thus keeping the respect of the international community—and our own self-respect—rather than trying to act in secret and being caught lying.)

4. Must not the genuine goods achieved by playing world policeman (defending freedom) be balanced more scrupulously against the other goods that such a policy foreswears: e.g., moving our own society closer to the classic ideals of free men—social justice, freedom of mind, spirit, and body; maintaining a government that supports the positive values possible for men living in a free and humanely oriented society? The rising murmur against the Pentagon (or in Eisenhower's terms, the military-industrial complex) is based on a growing suspicion that its voice is too dominant in the highest councils of the nation and that in consequence the social "trade-offs" necessitated by the funding of our world-policeman role are not being adequately examined. □

from the editor's window

Memo-to-file:

What happened? 1. Our Vietnam involvement was initiated and prosecuted by "good men"—Eisenhower, Kennedy, Johnson, MacNamara, Rusk, *et al*—whom events later proved to have been mistaken in their judgments; they were good men patriotically seeking to do the best thing for this country. (When some witch hunters are already gathering faggots, it's well to remember that to make even a horrifyingly costly error is not to have acted treasonably.)

2. We went into Vietnam in the spirit of our SEATO commitment to help any of the signatory nations resist aggression. There was no doubt about our obligation to "help," although we retained our discretionary freedom to decide what our help was to consist of and how much we ought to supply before giving up. (Of course, because we had never before "given up," the very notion was not only un-American, it was unthinkable.)

3. We tried to apply in Southeast Asia the formula that had worked in Europe, where a firm and resolute stand *had* held Russian expansion in check (Greece, Berlin, NATO). Unfortunately, it didn't work. (a) Hanoi was willing to accept greater loss of life than we had supposed. (b) The South Vietnamese were not willing or able to resist guerilla encroachment within their neighborhoods. (c) The South Vietnamese were not a "strong" society (with a tradition of individual and collective disciplined action in defense of liberty, or a government efficiently organized for self-defense) such as were those peoples we'd helped in Western Europe.

4. Our attempts (the first in our national history) to play "the counter-insurgency game" involved us in systematic secrecy (and deceit required to maintain that secrecy) which soon became systematic *self-deceit:* the U.S. public, itself, was deliberately and consistently deceived about our government's goals, policies, and actions in Southeast Asia. The secrecy that started with our violation of the 1954 Geneva agreement (which we hadn't signed but which we had given assurances we would adhere to) by sending in a mere 685 U.S. "advisors" (see the Pentagon Papers), grew quite naturally with our increased covert military commitment until we were trying to fight a relatively major war "in secret" from our own citizenry. In hindsight, might it not have been far better to have renounced at the very start our adherence to the Geneva agreement (after all, the North Vietnamese were already violating it) and to have openly declared that we were going to help the South Vietnamese resist aggression? The enemy knew it, anyway.

Ironically it was a Secretary of Defense (Clifford) who finally persuaded the President that our strategy was not working and could not succeed. (Even the doves in the Administration never claimed that our goal was wrong, but only that our present strategy wasn't effective.) So on purely pragmatic grounds, President Johnson halted the bombing and opened negotiations in Paris.

5. This veil of secrecy was penetrated only gradually by the electorate: (a) TV coverage, though limited largely to Pentagon-controlled stories, had the cumulative effect of wearing us down, spiritually. (b) Stories of U.S. atrocities, and especially My Lai, profoundly shocked and disillusioned many: to a growing suspicion that we weren't "winning," the atrocities added a moral revulsion against the suffering we were causing and the creeping conviction that even if we were eventually to accomplish our objective, it would be at a cost—in inflicted suffering and in the brutalization of our soldiers—that was morally unacceptable. (c) In June 1971, publication of parts of "The Pentagon Papers" blew the veil away completely, revealing, for example, that in the estimation of at least one of the Administration's inner circle, our professed war aim of ensuring "free democratic government" for the South Vietnamese was no more than 10% of our actual reasons for being there.

6. Where are we now? The present Administration professes a national objective of total disengagement, but at the same time appears to attach conditions to our withdrawal that are having the practical effect of stalling negotiations in Paris and maintaining our previous commitment of defensive forces in Vietnam. First, we cannot leave until the safe return of our prisoners is ensured. Second, (when the North Vietnamese undercut that issue by offering to return all prisoners by the date of final withdrawal of American forces) we cannot leave until we are assured that a communist government will not subvert or openly de-

Results for 1970-71 Annual Giving to Middlebury are shown in the front of the Donor Roll, inserted in this issue. In mid-July when this fiscal year had just closed, Middlebury received one of two Grant Awards from the United States Steel Foundation for the previous *year's Annual Giving campaign (1969-70).*

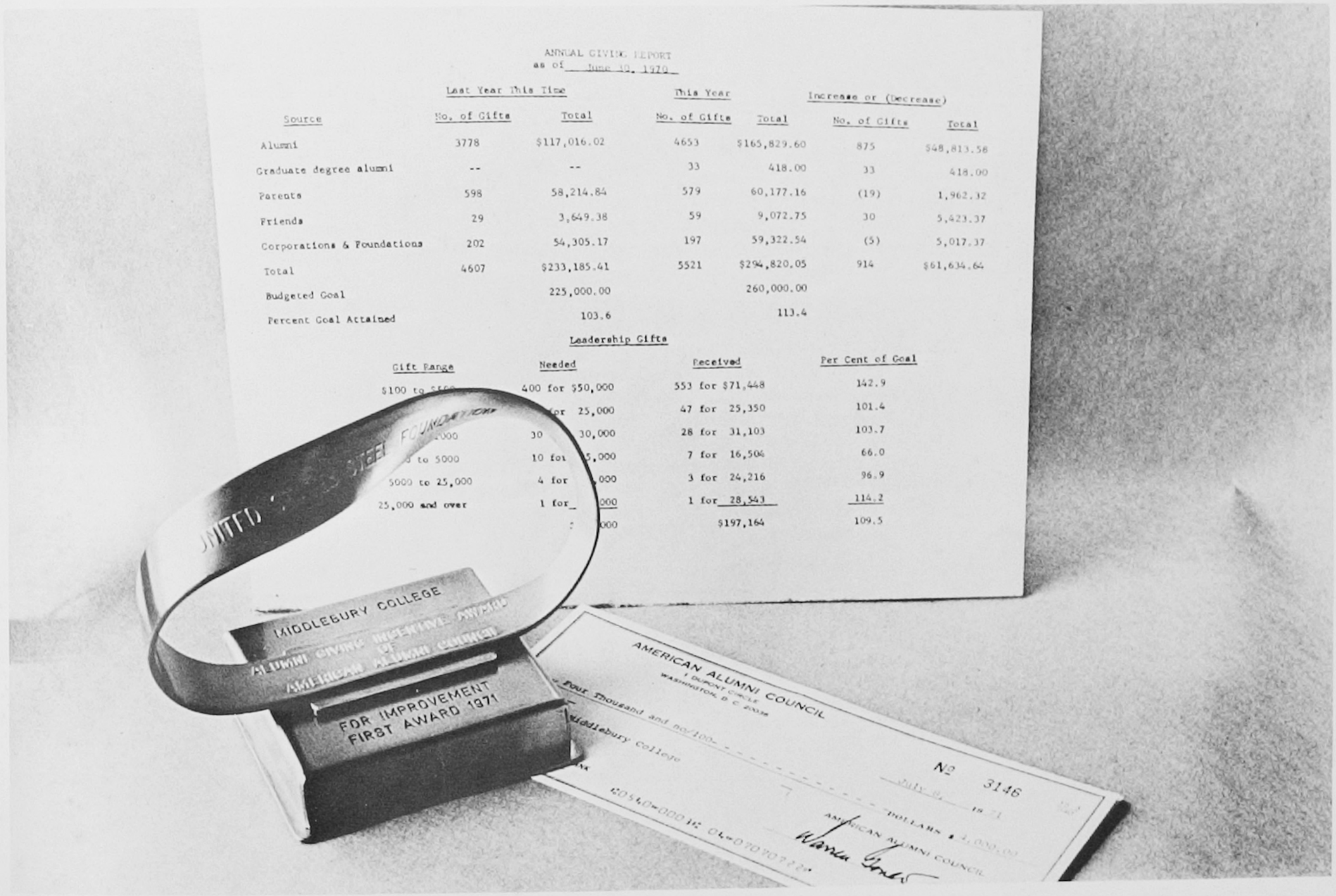
The two grand awards in U.S. Steel's annual Alumni Giving Incentive Awards competition are for "improvement" and for "sustained performance." First place for improvement came to Middlebury College, followed by Mount Union College (Alliance, Ohio) in second place.

The improvement award was based on a comparison of the Annual Giving performance of Middlebury's alumni, parents, and friends in 1968-69 and in 1969-70. In 1968-69, with a budgeted goal of $225,000 4,607 donors gave $233,185; in the following year with a budgeted goal of $260,000, 5,521 donors gave $294,820 to Middlebury. Leadership gifts in 1968-69 totaled $160,149; in 1969-70, they totaled $197,164.

It was probably this 19.8% increase in donors, the 26.4% increase in dollars, and the 23% increase in gifts larger than $100 that won Middlebury this national recognition.

Middlebury received a check for $4,000 in unrestricted funds and a trophy for Ed Sommers' office. The U.S. Steel trophy is a Mobius strip made of you-know-what. As we all remember from Topology I, a Mobius strip is a single-sided plane that is infinite in one dimension—or something. It seems vaguely appropriate, somehow, for the desk of a director of Annual Giving.

Annual Giving Donors Earn Top National Award



(continued from page 16)

Swift, himself, was admitted to the bar in 1808 and became a partner in that year with Daniel Chipman. Swift represented the town in the state legislature in 1816-22, was judge of probate from 1819-41, and while finishing this history, served as judge in Addison County Court (1855-57).

Unfortunately for the modern reader wishing to follow Swift's account of how the town was settled in its early years, the author assumes a familiarity with who owns every house in town in the 1850s when he is writing, and provides no map of the village showing such ownership. Instead he writes typically, "In 1795 Capt. Josiah Fuller purchased the lot, now occupied by the family of William Morton, on the west side of Pleasant Street, and running to the creek . . ." To follow Swift's tracks around town, the reader must consult a Middlebury map in Beer's *Atlas of Addison County* (1871, and now hard to come by).

What does Swift neglect to mention? Only crimes or other scandals—which he presumably felt were beneath a gentleman's notice. In 1812, for instance, someone made a duplicate key to the Middlebury Bank and stole $28,000 worth of signed but unissued bills (certain banks were empowered in those days to issue currency in their own name). The very next day a Middlebury shop keeper left with his family for Canada—we were then at war with Britain. Some years later a duplicate key to the bank was found tucked away above a rafter in the attic of the shopkeeper's former home. Although charges were never brought against the fled suspect, the town was confident of his guilt. Swift, of course, knew all of this; he recounted the bank theft (pp. 326-7) and in another place (p. 273) mentioned that Joshua Henshaw "removed his family to Canada." But no breath of a connection is made.

Similarly, the finding by a Rutland jury in 1826 that the Hon. Daniel Chipman had indeed collected but failed to remit $9,000 to a London client must have been the major scandal of Middlebury's history, but Swift ignores it completely.

This useful volume is really two books bound together: the first 132 pages present a concise history of Addison County; the remaining 322 pages are a history of Middlebury. In the latter, chapter 23 is a history of Middlebury College from 1800 to 1857, including personal appraisals of each of its first three presidents, brief accounts of its fiscal struggles, and notices of nine former faculty men then deceased. Here again, Swift wrote from first-hand knowledge, having been intimately involved in the College's operations for 45 of those 57 years: as tutor, 1801-03; treasurer, 1806-10 and 1837-39; secretary of the Board, 1815-26; and trustee, 1827-55.

Anyone who enjoys revisiting Middlebury will find pleasure in this book both for the varicolored backlights and sidelights with which it bathes the town and for the profusion of fascinating biographical vignettes of its early citizens. G G H □

Letters

Gentlemen:

As an organizer of the meeting between members of the college community and the Vermont Congressional delegation last April 30, I would like to take exception to President Armstrong's statement about that event which is quoted at length in the "Around the Hill" column of your Summer Newsletter.

In his statement, Dr. Armstrong said that he went to Washington to discuss the Vietnam war and urge that it be terminated. He proceeded, however, to clearly disassociate himself from the People's Peace Treaty and the "disruptive tactics" employed during the Mayday demonstrations several days after his visit. He stated further:

"The issue of the war is too important to all citizens to permit it to be captured by a group which may be rapidly discredited in the eyes of the public. In my judgement, the Congress and the nation must realize that peace in Indo-China is not the concern of noisy or disruptive figures on the fringe of our national life, but is a central concern of a great many Americans like myself who feel that normal methods of political persuasion are still viable."

Considering the background of our session with Messrs Stafford, Aiken, and Prouty and Dr. Armstrong's own record on the war, a more sanctimonious, self-serving statement on any subject would be hard to find.

Dr. Armstrong went to Washington not on his own initiative but at the invitation of a group of Middlebury students, all of whom supported the People's Peace Treaty and the campaign of civil disobedience designed to implement it. They and the 27 Middlebury students and one faculty member arrested during Mayday were not out to "capture" the issue of the war. (As if the issue of the war has ever been captured by anyone.) They merely believed that both political persuasion and non-violent resistance were necessary and viable means of bringing the war to a close.

Contrary to the President's assertion, peace—defined as an end to America's aggressive war in Indochina—is indeed the concern of Rennie Davis, Dave Dellinger, Sidney Peck, and others who planned the April-May actions in Washington. They recognized Vietnam for what it is and acted against it long before the war became "a central concern" of James I. Armstrong. It was, in fact, the unceasing public protests of these "noisy or disruptive figures" that over the years helped to create the climate of opinion which allows Dr. Armstrong and other timid liberals to take their stand today.

Stephen R. Early '71
Middlebury, Vermont

We welcome letters from readers conveying information or opinions on matters of substance that may interest alumni, parents, and other members of the College community. For reasons of space, we may publish excerpts from some letters. The writer's name will be withheld if requested, but no letter received unsigned can be published, however interesting.

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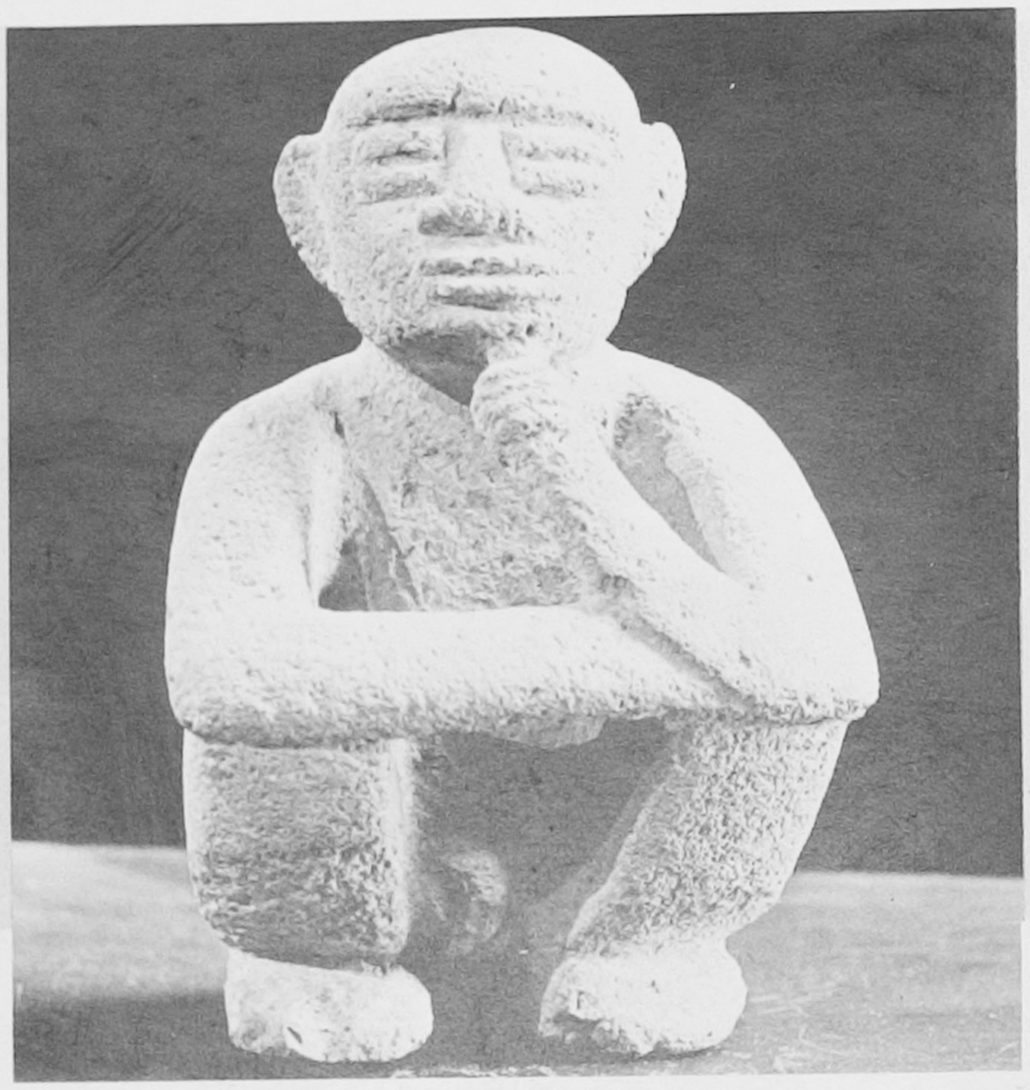
"MIDDLEBURY COLLECTS"

— Art from Middlebury Family Collections



We are planning an exhibition of paintings, sculpture, and other works of art owned by members of the Middlebury family — alumni, parents, and friends.

The exhibit will be hung in the Johnson Gallery on campus during the four weeks preceding and following Commencement in 1973. Anyone who has a work of art he would be willing to loan for exhibition is asked to write immediately to the chairman of the Art Department at the address below. Please send a description of the work, including artist, title or subject, date if known, size, and medium or materials used. If possible enclose a snapshot, which will be returned.

With your assistance this promises to be one of the most exciting exhibits ever seen on the Middlebury campus. An illustrated catalogue is planned.

Write: Dr. A. Richard Turner
Chairman, Department of Art
Middlebury College
Middlebury, Vermont 05753